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ABSTRACT

This document profiles the following 13 regional partnerships that together constitute Arizona's school-to-work (STW) system: Cochise STW Partnership; Coconino County STW Partnership; Eastern Arizona STW Partnership; East Valley STW Initiative; Mohave Workforce Development Partnership; Northeast Valley School to Work Consortium; Northland School to Work Opportunities System; Phoenix STW Initiative; Pima and Santa Cruz Counties STW Partnership; Pinal County STW Partnership; Western Maricopa Consortium; Yavapai County STW Partnership; and Yuma/LaPaz STW Partnership. The introduction explains how, in January 1996, Arizona embarked on implementation of its state STW system by awarding roughly $2.4 million to 13 partnerships consisting of business groups, educators, community organizations, and parents so that the partnerships could develop and manage a range of school-based, work-based, and connecting activities. The remainder of the document consists of the profiles, which each contain some or all of the following: fiscal 1995-1996 and 1996-1997 budgets; school profile; total student enrollment for the partnership; progress made toward meeting the six state-specified partnership goals (system governance and partnership development; program coordination and integration; technical assistance; community involvement; public awareness; system evaluation); discussion of partnership assets and challenges; and summary and suggestions. Twenty-seven tables/figures are included. Appended are excerpts from the national instrument "Progress Measures." (MN)

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Arizona's School to Work System

Site Visit Reports (1996-97)

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Arizona's School To Work System

Site Visit Reports (1996-97)

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Introduction

In October 1995, Arizona received a School To Work (STW) implementation grant from the U.S. Departments of Labor and Education for the purpose of creating a comprehensive statewide system of school-to-work opportunities. In January 1996, the State Agency for School To Work solicited bids throughout the state from local "contractors" proposing to plan or implement regional STW systems. As a result of this competitive process, 13 partnerships were awarded roughly $2.4 million to begin developing Arizona's STW system. These partnerships, consisting of business groups, educators, community organizations, and parents, proposed to develop and manage a range of school-based activities, work-based activities, and connecting activities.

During FY 1995-96, eight of Arizona's 13 partnerships operated under capacity building contracts while five were funded as implementation sites. Capacity building sites were in the earliest stages of system building and program planning. Implementation sites were funded with the assumption that at least rudimentary systems were in place and that partnerships would serve students through existing programs. Progress on these partnerships is reported in the document *Arizona's School To Work System: A Final Report on 13 Funded Partnerships* (Frumkin and Vandegrift, 1996).

For FY 1996-97, the state agency again issued a request for proposals. Thirteen STW contracts again were awarded. However, there are some notable differences between regional partnerships for 1995-96 and 1996-97. Of the 1995-96 regional partnerships, two were not funded for 1996-97. These were the InterTribal Council of Arizona (ITCA) and the Northeastern Arizona Native American School (NEAZNAS) Partnership. In the first case, ITCA was deemed to be more appropriately funded by the State Agency as a technical assistance provider to all partnerships. Thus, ITCA was funded in 1996-97 through an Intergovernmental Services Agreement. In the second case, the NEAZNAS proposal submitted to the state was judged by proposal reviewers to be "non-responsive" and was not renewed for funding.

For 1996-97, two new regional partnerships were funded. One is the Pinal County STW Partnership. Pinal County was the only county to not receive funds during FY 1995-96, due to the fact that they did not submit a proposal for consideration for funding. Nevertheless, staff from Pinal County were actively involved in state-level meetings during 1995-96 in preparation for a proposal for FY 1996-97. The second new partnership is the Phoenix STW Initiative. This partnership—an offshoot of the Western Maricopa Consortium (WMC)—consists of City of Phoenix schools.

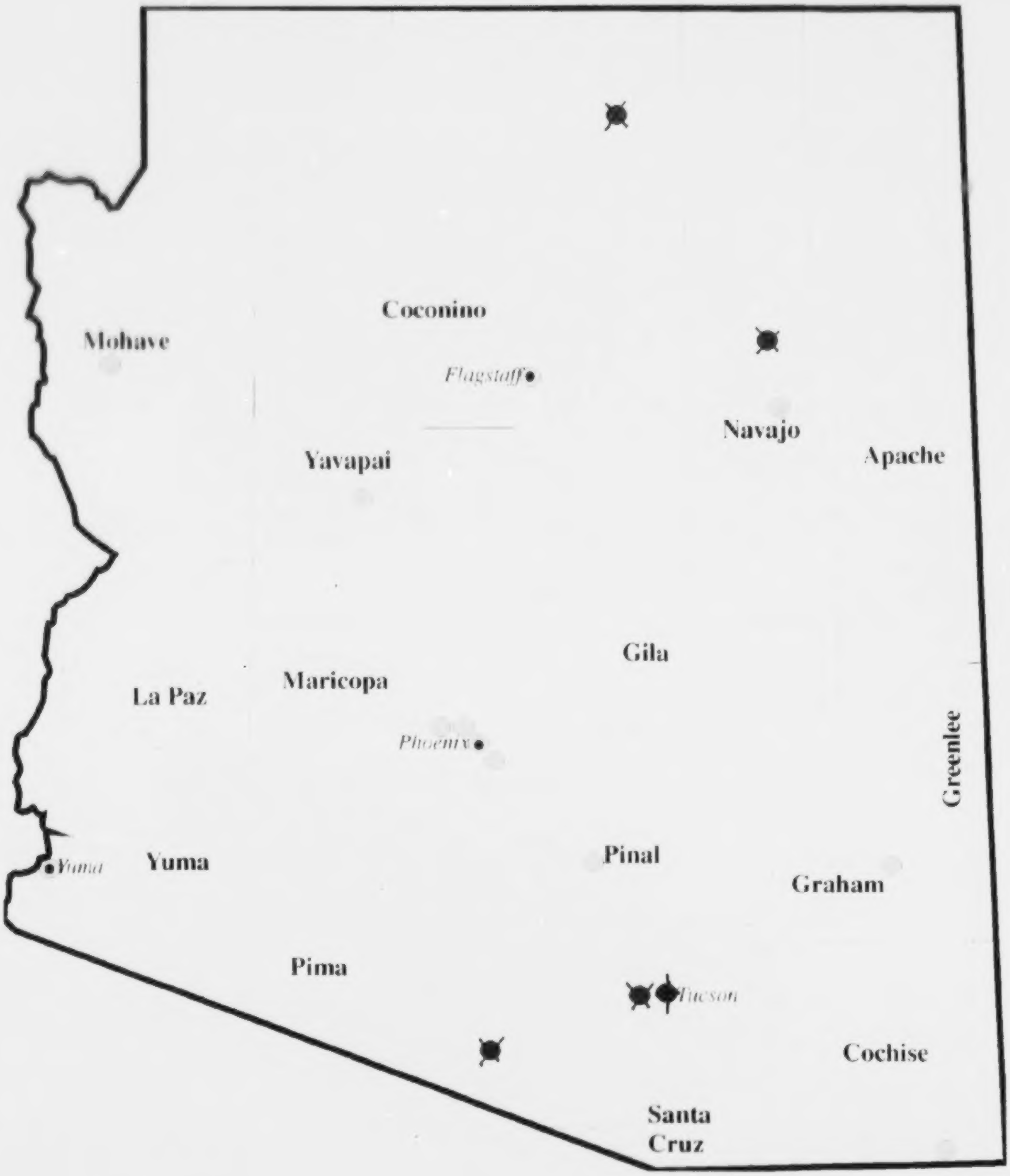
Figure 1 (page 3) shows the state-funded regional partnerships for 1996-97. The figure also indicates partnership sites which were directly federally-funded for the year. Notably, federally-funded sites include the NEAZNAS partnership.

This report profiles the status of each of the 13 regional STW partnerships as of the midpoint of the state's second year of STW implementation. Profiles are provided in alphabetical order and provide a brief description of the partnership's setting and status in relation to the state's six STW system goals. Evaluator impressions of the partnership's assets and challenges are shared.

Profiles are based primarily on information obtained during a site visit to each partnership. Visits were conducted during a 2½ month period starting in late April and ending in early July. Profiles are supplemented using reports submitted by the partnerships to the State Agency, state polling results, and information from informal conversations held with partnership staff. In preparing this report, partnership directors were asked to review and approve draft versions of their profiles. Suggestions and corrections made by partnership personnel, when submitted, are incorporated into the profiles.

An appendix to this report contains excerpts from the national *Progress Measures* instrument describing various levels of STW activities, according to students' grade levels.

Figure 1. Arizona's School To Work System: FY 1996-97 Sites


Coconino
Mohave
Flagstaff
Navajo
Apache
Yavapai
Gila
Maricopa
La Paz
Phoenix
Greenlee
Pinal
Yuma
Yuma
Graham
Pima
Tucson
Cochise
Santa Cruz

● = State Funded (12 sites)

◆ = State and Federally Funded (1 site)

✕ = Federally Funded (4 sites)

Partnership Profiles

Cochise STW Partnership

Region Served: Cochise County

Site Visit: June 12, 1997

FY 1995-96 funding:	$245,000
FY 1996-97 funding:	$393,102
Total investment to date:	$638,102

School Profile

The Cochise School To Work Partnership serves a geographic area of nearly 16,000 square kilometers housing 97,624 residents. The partnership has within its boundaries 11 elementary districts, two union high school districts, eight unified districts, and one community college. Additionally, there are five charter schools on record and one other educational program/facility serving the Cochise County (i.e., Fort Huachuca Accommodation School).

In total for the 1996-97 school year, Cochise's regional partnership included 60 schools enrolling more than 21,702 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1

Total Student Enrollment for the Cochise School To Work Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	11,756
Grades 7 through 8	3,434
Grades 9 through 12	6,249
Ungraded Elementary (K-8)	111
Ungraded Secondary (9-12)	152
TOTAL	21,702

*Note: Enrollment data reflect 58 schools for which data were available of the 60 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

During 1996-97, the consortium reconfigured its governance structure. A centralized Management Committee was replaced by the Cochise County School To Work Council. The council is composed of one business and one education representative from each of ten local partnerships located throughout the county. Additionally, the council includes parent and student representation, as well as county agency representation. The council is chaired by a member of the business community.

The 25-member council meets quarterly and provides oversight of the county's STW consortium in addition to having responsibility for reviewing and enacting policy. Meetings rotate among communities. The council is described by key staff as significantly involved in the governance of the partnership and highly influential. A reported 95% of the council's members attend all meetings. The high level of involvement is considered to represent a significant, and positive, change from the previous year.

Key staff include a full time director and clerk-typist, a half-time workforce developer, and a marketing coordinator and evaluator on contracts. This core team meets as needed (generally on a monthly or bimonthly basis) to coordinate activities within the partnership. Key staff have been stable throughout FY 1996-97. While there has been turnover in all staff positions since initial funding (in March 1995)—except for the workforce developer—key staff have been stable throughout FY 1996-97. Notably, all 1996-97 staff were involved in the partnership in some capacity prior to assuming their current positions, thus reducing the possible effects of staff turnover. Staff express a high degree of satisfaction with the team's functioning and interrelationships.

The partnership is characterized by a high degree of participation and collaboration among county agencies. A majority of existing educational, training and retraining service providers have been identified and meet regularly to coordinate planning and implementation activities. According to staff, most of these county agencies were working together before state STW funding. County partners represent, in part, the JTPA Private Industry Council (CPIC), Adult Education, and the Arizona Department of Economic Security (DES). Interagency meetings are held for the purpose of discussing resource sharing, reducing duplication of effort, and coordinating plans for service delivery. For example, CPIC's resources are used to "cover" the out-of-school youth component of School To Work, while DES is assisting the partnership link STW efforts with the area One-Stop center. Additionally, DES plans to absorb some of the expenses in 1997-98 for establishing Career Action Centers in the county—described as "spinoffs" of the One-Stop concept utilizing the Internet.

Distribution and Monitoring of Funds

The partnership has developed a unique funding mechanism, paralleling the state's system of distribution of funds. Each high school district (10) and their feeder schools receive a fixed, "flat rate" allocation, regardless of the student or community population. Additional funds are then awarded to each district based on a per-pupil formula. Funds are distributed through Intergovernmental Agreements (IGAs) with each district. To be eligible for funds, districts must submit local STW implementation plans indicating how they will spend the money.

Initially, the flat rate funding created some dissension among participating districts. In particular, the county's larger districts—who are used to receiving a lion's share of state/federal dollars based solely on student count—were not satisfied with the funding mechanism. However, the county council supported the funding scheme, and whatever resistance there may have been appears to have dissipated.

Each district submits a quarterly report, and site visits are conducted regularly by key staff members. According to staff, accountability for funds is built into the system. Furthermore, staff indicate that 70% of the funded schools are using monies "wisely" while 30% are still "floundering." These districts/schools are targeted for technical assistance, although the regional partnership reinforces local autonomy and "buy-in."

In summary, while there have been some issues associated with the IGAs and the "flat rate" across-the-board funding, the system for distributing and monitoring funds is described as satisfactory.

Databases/Management Information Systems

While some databases are in place in the partnership, staff indicate that this is an area for improvement. Notably, however, all partners are connected electronically except for schools in the community of Benson. Thus, the infrastructure for developing a county-based MIS is in place, for the most part.

Self-Sustainability

The partnership appears to have many of the elements in place necessary for self-sustainability. Interagency partners have been identified, many of whom absorb costs (in part and in total) for programs that contribute to building a STW system. Some of these programmatic elements (e.g., Tech Prep) are considered to be self-sustainable already.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A).

Cochise reported that almost one-third of all public schools were "active" participants as of June 1997. Of these, ten of eleven (91%) public high schools are represented, 25% of all middle/junior high schools are represented, and three percent of the elementary schools are represented. Two active charter schools represent 40% of the charter schools located in the region. "Active" schools are summarized in Table 2 on the following page.

Table 2 reflects the partnership's locally-defined "roll-out" strategy designed in FY 1995-96. That is, the partnership is targeting high schools first, middle/junior high schools second, and elementary schools third.

Targeted Access for Special Populations

Special populations are accounted for within the STW consortium through partnerships with service providers whose mission it is to serve these populations. Notably, charter schools, alternative schools and the county's JTPA program (operated through the CPIC) offer services to special populations. Otherwise, the partnership reinforces the concept of serving all students in its technical assistance provided to the ten participating local STW partnerships.

Table 2

"Active" School Participation for the Cochise STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Apache ESD	1				1					0	0
Ash Creek ESD	1				1					0	0
Benson ESD	2				2					0	0
Benson UHSD			1		1			1		1	100
Bisbee Unified	2		1		3	1		1		2	67
Bowie Unified	1		1		2			1		1	50
Cochise ESD	1				1					0	0
Double Adobe ESD	1				1					0	0
Douglas Unified	8	2	2	1	13			1		1	8
Elfrida ESD	1				1					0	0
McNeal ESD	1				1					0	0
Naco ESD	1				1					0	0
Palominas ESD	2				2					0	0
Pearce ESD	1				1					0	0
Pomerene ESD	1				1					0	0
San Simon Unified	1		1		2			1		1	50
Sierra Vista Unified	6	2	1		9		2	1		3	33
St. David Unified	1		1		2			1		1	50
Tombstone Unified	2		1		3			1		1	33
Valley Union UHSD			1		1			1		1	100
Willcox Unified	2		1		3			1		1	33
Charter Schools			5		5			2		2	40
Other	2	1			3					0	0
TOTAL	38	5	16	1	60	1	2	12	0	15	25

*KEY:		
	E/J	= Elementary only or Elementary/Junior High Schools
	M/J	= Middle Schools or Junior High Schools only
	J/S	= Senior High Schools or Junior/Senior High Schools
	K-12	= Any combination of grades across multiple levels

STW Initiatives by Grade Level

Elementary

The partnership's original roll-out strategy focused on actively engaging high schools first, followed by middle/junior high schools and finally, elementary schools. Thus, to date, the level of STW activities among elementary schools is relatively low. However, efforts have been initiated to include elementary schools in STW planning and staff development. According to staff, there are "pockets of individuals" who are actively engaged at the county level in involving elementary schools. Curriculum materials have been developed/distributed, and at least some elementary teachers have participated in staff development activities. At least two districts, St. David and San Simon, are using/developing portfolio methods of assessment among elementary grade children, and countywide planning has been conducted with teachers on using guest speakers from business/industry in their classrooms.

Middle/Junior High School

STW activities at the middle/junior high school level parallel those described above for elementary schools. Additionally, activities have capitalized upon existing Vocational-technological Education (VTE) programs operating throughout the county's schools. Using the Arizona Department of Education's (ADE) VTE Curriculum Model, Level I VTE courses serve middle/junior high school students.

High School

STW services and activities are widely apparent at the high school level. The partnership has documented the kinds of activities offered by each of the participating ten high school districts, as shown in the chart on the following page. As seen in this chart, all high schools offer a "minimum" level of activity.

During the site visit, conducted June 12, 1997, several programs geared for high school students were examined. Douglas High School, on the Arizona-Mexico border, and site of a Youth Fair Chance grant, offers several school-based enterprise programs for students including a crafts program, culinary arts program, and green house project. The school also houses a Career Action Center staffed by a full time counselor who works both in small groups and individually with students to explore careers.

Two summer programs were in operation during the site visit. One, the Aviation Summer Career Exploration program, recruited high school students countywide to participate in an extended residential program on Cochise College's Douglas Campus. Both male and female students were being exposed to careers in aviation. Students had the opportunity to learn about and work with not only the technological aspects of aviation, but also were given the experience of flying with a licensed pilot.

The other summer program visited was JTPA summer work program operating at Valley Union High School. The particular class visited involved five at-risk teens in planning and constructing a baseball field. Both young women and men were learning skills involving team work and planning, in addition to applying math skills and performing some of the labor involved in the construction.

A number of additional student-centered opportunities were being pursued at the time of the site visit. For example, the director was pursuing the establishment of a formal Apprenticeship program in Collision and Body Repair, sponsored by a Sierra Vista business.

Postsecondary Linkages

There are strong postsecondary linkages in the Cochise STW Partnership, largely due to the strong history of Tech Prep in this region. Nine of the ten high school districts have at least one articulation agreement in place with Cochise College. Additionally, the College and high schools have developed a 2+2 *Career Pathways* model, effectively creating a 9-14 curriculum.

To facilitate students' transitions from high school to postsecondary education, some programs have been put into place that pay student tuition at the community college. Through a compact signed by the student, the student agrees to repay the tuition if (s)he does not earn a "C" or better.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

Nine of ten high school districts had "embraced" ADE's *Career Pathways* model at the time of the site visit, although staff indicated that not all districts offered all six pathways available. As noted previously, the *Career Pathways* framework has also been extended to the community college level as well.

At the time of the site visit, individual local STW partnerships also were pursuing additional curriculum/assessment initiatives customized to their own student and community needs. For example, San Simon staff were in the process of developing a fully integrated academic and vocational K-12 curriculum.

Professional Development Initiatives

Much of the formal professional development that occurred in the partnership resulted from regional efforts to recruit participants in state-sponsored technical assistance workshops. At the time of the site visit:

- 161 teachers had participated in a *Career Pathways* workshop;
- 31 teachers had participated in a K-6 Integration workshop;
- 28 teachers had participated in a Work-Based Learning workshop; and
- 22 teachers had participated in a "Putting It All Together" workshop, for a total of 242 participants.

Additionally, the partnership sponsored the attendance of 13 Sierra Vista district superintendents and principals and four STW Council members at the Annual Sierra Vista Economic Forum presented by Cochise College's Center for Economic Development.

To the extent possible, partnership staff promote a "Train the Trainer" model of staff development such that each participating community has a local "expert" on hand to assist in implementing curricular and instructional strategies that support STW.

Other Technical Assistance Activities

Regional STW partnership staff visited each participating district/community to review progress and offer customized technical assistance. A 500-person "training needs assessment" was in progress at the time of the visit. Additionally, partnership staff developed STW promotional materials in Spanish for use by local partnerships and the state. Finally, the regional director was in the process of preparing a guide for STW students, employers, work site supervisors and high school "STW experience coordinators" for use in standardizing STW work-based experiences and administration throughout the partnership.

Goal 4: Community Involvement

A significant level of community involvement has resulted from the partnership's reconfiguration into ten local community-based partnerships, each of which is represented on the county's STW Council. This governance structure assures that *all* major communities in the county are involved in STW in some capacity.

Beyond participation in the partnership's governance, community members are involved in the partnership through presentations made by partnership staff and other outreach activities. Businesses are reportedly becoming increasingly involved in STW, while the participation of other community members (e.g., community-based organizations and parents) is viewed as high. For example, parents have been involved in STW events such as Career Fairs.

Goal 5: Public Awareness

In terms of public awareness activities occurring between January and June of 1997, the Cochise staff targeted:

4,119	Students,
430	Parents,
610	Teachers,
92	Counselors,
75	School Administrators,
2,279	Business/Industry representatives, and
1,421	General (i.e., mixed) audiences for a total of 9,026 constituents.

Partnership staff made more than 93 presentations, mass mailed information, aired radio public service announcements, and received publicity through nine newspaper articles with circulation totaling 35,000 people.

Spring 1997 public polling trend data indicate that awareness of the STW initiative in Cochise County rose among all key stakeholder groups from spring 1996. Groups polled included parents, employers, teachers and school administrators. Specifically, there were statistically significant gains in awareness among parents. Parent awareness in Cochise County rose 40 points to 68% of those polled indicating that they were aware of STW. This was the highest gain in parent awareness among all partnerships in the state. Likewise, business awareness rose 26 points to 56% awareness among businesses polled. This, too, is a statistically significant gain in awareness.

As far as support for the STW initiative, measured by public polling, Cochise has maintained a high level of support, and increased support measurably among the business community.

Goal 6: System Evaluation

Much of the evaluation in the partnership is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. At the local level, partnership staff individually monitor sites involved and have completed several, complementary research studies including a study of how the county's middle schools feed into area high schools. There has also been a countywide training needs assessment, and businesses were in the process of being polled to determine their willingness to become more engaged in STW activities.

Discussion

Partnership Assets

The partnership manifests many assets, not the least of which is a dedicated staff committed to the idea of building a countywide STW and workforce development system. Without taking credit away from STW staff for their contributions to systems-building, however, it should be noted that another partnership asset is a history of community collaboration upon which STW efforts were able to capitalize. Nevertheless, staff commitment to local autonomy and buy-in, ingredients necessary for future self-sustainability, is palpable.

The partnership has done what appears to be an excellent job of establishing, monitoring and adjusting partnership operations to be flexible in meeting needs as they arise. Staff collect and document partnership activities well. Communication among key staff and between staff and constituents appears excellent.

Partnership Challenges

A key challenge for this partnership may well be successfully integrating the state's economic and workforce development model—i.e., the Governor's Strategic Partnership for Economic Development, or GSPED, industry clusters— into partnership activities. The area is very rural and key communities are extremely spread out. According to the director, it takes a full 8-hour day to make the complete circuit of the 10 major communities, not allowing for significant time on-site. There are no large private sector employers in the county, and those employers who are located in Cochise County are not affiliated with GSPED in any formal fashion. Moreover, the partnership's adoption and promotion of ADE's *Career Pathways* model precedes the state's adoption of GSPED clusters. GSPED clusters are closely, but not exactly, aligned with the *Career Pathways* model. To the extent that *Career Pathways* have local buy-in and ownership, and GSPED clusters do not, switching "paradigms" may prove to be a challenge.

A related challenge is providing paid work-based experiences for young people, much less "high wage" paid experiences. The county is a poor one. Unemployment rates are relatively high. The relative paucity of employers coupled with a complete lack of large employers hinders the development of paid work-based experiences for youth.

Summary and Suggestions

This appears to be a strong partnership in all respects. There is a strategic long-term plan in place, but which is flexible enough to allow for modifications as necessary. Key staff are very active and visible in the communities that they serve. The funding mechanisms used ensure "equal opportunity" for smaller and larger districts to implement meaningful STW activities. School-based activities are customized to meet local needs. Work-based experiences are being developed to the extent possible, and staff have done an admirable job of "leveraging" additional work-based opportunities provided through other service providers such as JTPA. The partnership has marketed STW well, as evidence by polling results, and partnership staff regularly evaluate activities occurring within their region.

One administrator interviewed during the course of the site visit mentioned three specific concerns relayed from various constituents in the county concerning STW. These concerns related to the issue of financial self-sustainability, the state's fingerprinting law, and the lack of meaningful incentives (e.g., tax breaks) for participating businesses/employers to engage them in becoming active partners in STW activities. If these are widespread concerns, a suggestion for the partnership to consider is to more thoroughly document these concerns, and how these issues hinder STW efforts, in order to create a dialog at the state level.

Coconino STW Partnership

Region Served: Coconino County

Site Visit: May 30, 1997

FY 1995-96 funding:	$ 67,754
FY 1996-97 funding:	$305,275
Total investment to date:	$373,029

School Profile

The Coconino County School To Work (STW) Partnership serves a geographic area of nearly 48,224 square kilometers— roughly half the size of the state of Ohio. It is Arizona's largest county, yet one of its most sparsely populated with a little more than 108,000 residents. The partnership has within its boundaries four unified school districts, eight charter schools, Northern Arizona University (NAU) and one community college. To date, Bureau of Indian Affairs (BIA) schools are not included in the partnership.

During the 1996-97 school year, Coconino's regional partnership included 33 schools enrolling 17,152 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Coconino County STW Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	9,139
Grades 7 through 8	2,634
Grades 9 through 12	5,293
Ungraded Elementary (K-8)	86
Ungraded Secondary (9-12)	0
TOTAL	17,152

***Note:** Enrollment data reflect all 33 schools identified in this partnership

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership is governed by an executive board, with membership from business, education and community programs. There has been some turnover in board members over time. According to the director, however, schools' representation on the board has always been more prominent than business representation. This has prompted consideration of reconfiguring the board, including redoing the bylaws. Currently, the board's primary role is to make decisions concerning the allocation of funds.

On a routine basis, the partnership is coordinated through key staff which includes a director, marketing coordinator and evaluator. Two of these key positions have undergone staff change since the inception of the partnership. The current director, appointed in February of 1997 is the third person to fill this position. Notably, there was a significant period of time when there was no director in place. A new evaluator was hired in August of 1997. The marketing coordinator has been with the partnership since it began in March of 1996.

To assist in the process of coordinating STW activities throughout the county, four local task forces in the communities of Page, Flagstaff, Grand Canyon, and Williams are in place. These regional task forces comprise individuals who assist in planning, implementation, and evaluation activities. Participation and commitment among these community-based task forces have been somewhat uneven, but are stabilizing, according to the director.

Distribution and Monitoring of Funds

The partnership supports a number of projects through two funding mechanisms: mini-grants and awards to ongoing projects. Proposals for mini-grants for the 1997-98 school year were reviewed in May by a committee including school, business and STW representatives. Funded proposals were selected from a pool of applicants. Proposals were chosen for funding based upon criteria including the number of students impacted, student involvement in planning activities, the existence of an evaluation plan, and evidence of other sources of funding. The mini-grant process was designed to encourage projects that are replicable, self-sustainable and support the overall goals of the partnership.

The partnership's practice of distributing some funds to ongoing projects appears to be a remnant of the partnership's early history. According to the current director, the first year goal was to quickly start up some programs and "get something done." The director does not feel that an effective mechanism for distribution of funds is fully developed yet, but feels that progress has been made toward this goal through the adoption of the mini-grant process.

Monitoring of funds is done through quarterly reports and is described as "good." Recipients of funds sign a contract which obligates them to submit both financial records and narrative explanations when questions arise. Each mini-grant project also is required to write a "Best Practices" description of their program which are then shared among all communities.

Databases/Management Information Systems

The first evaluator developed a database of information about the schools and programs in the partnership. Each school was asked to provide baseline data concerning school-based, work-based and connecting activities. Thus far, not all schools have provided data; however, the data structure is in place for continued analysis. Additional information about the types of activities, and the outcomes from funded projects is also collected.

A management information system is not in place to facilitate communication between partnership communities. Communities are very distant from one another and not all have access to the technology needed to interface via the Internet.

Self-Sustainability

Several STW projects are considered to be self-sustainable due to their reliance on multiple funding sources. In the opinion of partnership staff, these efforts would be likely to continue beyond the life of state funding. These include initiatives with the Flagstaff Chamber of Commerce, a project in partnership with the National Forest Service, the Page elementary program "Eagle Town" (a micro-society program), and programs offered through Junior Achievement. In spite of these initiatives, the adoption of STW across districts and schools is uneven. Most of the pilot projects funded by the partnership are dependent on STW dollars and are not yet self-sustainable.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

Coconino reported that one-fifth (21.2%) of all public schools were "active" participants as of June 1997. All of these schools serve students in the middle or high school grades. However, it should be noted that some elementary schools are involved in implementing STW activities and, in fact, are recipients of partnership mini-grants. These schools are not counted by partnership staff as "active" due to lack of participation within the partnership in systems-building efforts.

Table 2
"Active" School Participation for the Coconino STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)				"Active" Schools (FY 1996-97)				
	E/J	M/J	J/S	Total	E/J	M/J	J/S	# Total	% Total
Flagstaff USD	12	2	3	17			3	3	18
Grand Canyon UHS	1		1	2			1	1	50
Page USD	2	1	1	4		1	1	2	50
Williams USD	1		1	2			1	1	50
Charter Schools	7		1	8				0	0
TOTAL	23	3	7	33	0	1	6	7	21

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

Targeted Access for Special Populations

Although systemic programs to serve special populations have not been identified across all communities, the following illustrate that pockets of activity exist.

Flagstaff has developed a transition guide for disabled high school students and their parents. The Flagstaff Community Transition Team developed this resource directory. A prototype vocational program for Special Education Students is also supported through the Flagstaff School District in coordination with Continental Country Club. Disabled students are provided pre-vocational classroom activities, supervised job experience and job placement in the Hospitality Industry. Approximately, 23-40 students are served per year in this program that has won recognition from the Arizona Department of Economic Security.

Part of the Junior Achievement program targets at-risk populations in Flagstaff. In four schools with high populations of at-risk students, children in grades four and five are taught Social Studies lessons which incorporate economic concepts and provide career exploration activities.

A program administered through NAU serves out-of-school youth. Transition Works for Youth is a program developed to help young adults ages 16-21 by providing training, mentorship, and advocacy. The open-entry/open-exit program has served 24 students between April and June. Activities included job searches, non-traditional career awareness, and one-on-one counseling.

A Navajo Trust Fund Grant set aside for Navajos with disabilities has been used to provide summer work programs, workshops, one-on-one counseling/mentoring, and classroom activities in Flagstaff and Leupp. Topics include cultural competencies, voc-ed, leadership, career development and career assessment. As of June 1997, the partnership planned to expose students to at least three types of jobs during the program. Approximately 75 students in grades 7-12 and their parents were targeted for participation in the program.

A program at Marshall Elementary (grades 4-6) offered gifted, special needs, and English as a Second Language (ESL) students opportunities to participate in career awareness activities. The program was offered in collaboration with the NAU College of Business. Several units which incorporated project-based learning were developed.

STW Initiatives by Grade Level

Elementary

Elementary programs that provide career awareness activities are not widespread. However, several programs have been noted in the partnership's "Best Practices" publication and are profiled briefly as follows. All activities are school-based.

- School-based learning is occurring in Flagstaff through the Junior Achievement Program. The Social Studies program administered at several elementary schools emphasizes career awareness. Several mini-grants were awarded for next year to elementary programs. Marshall Elementary has implemented programs for special populations.

- The Lakeview Elementary school in Page Arizona has a Micro-Society in place. Eagle Town was created through a business/education partnership and provides "real life" learning. Students are paid a weekly salary for the job roles they perform, participate in an elected government and pay taxes to the Eagle Town IRS. Students explore career choices and establish a work ethic by participating in Eagle Town.

Middle/Junior High School

There are relatively more middle/junior high school programs underway than elementary programs. A majority of activities are school-based. Some examples include:

- The Junior Achievement program is conducted in all seventh-grade classes in Flagstaff and Coconino County using volunteers from the business community.

- Tech Prep offers a job fair where 24 hospitality employers help students become familiar with jobs in the industry.

- Eighth grade students in Flagstaff USD are exposed to occupational choices at a career fair—"Voc Fest"—which encourages enrollment in vocational technical classes at the high school level.

- A project at Mount Elden Middle School used project-based learning to teach history. Students recreated the set of the attic in which Anne Frank hid, and in so doing, experienced construction and interior design. Students then functioned as "tour guides" for the set, relating and experiencing the history of World War II.

High School

High school students are the most active participants in Coconino County's STW partnership. School-based and work-based activities occur through a variety of programs. However, no system yet exists across the partnership to facilitate connecting activities to match students with work-based learning opportunities.

- Page School District partnered with the Arizona Community Foundation and the National Park Foundation to participate in "Parks as Classrooms." More than 20 full time scientists work within the park on projects such as monitoring endangered species of fish. A park service employee will be employed as a science coordinator to work with high school students and scientists in the Glen Canyon Recreation area to provide career preparation and participation activities. Part of the consortium is concerned with water quality issues on Lake Powell. Students can learn about careers in science and environmental technology.

- Coconino High School developed a Career Fair which engaged parents and students in identifying career interests and secondarily identified resource persons willing to provide services to the school. Job shadowing sites, speakers and internship sites were also identified.

- The Hospitality Training Task Force developed a program with Page High School to provide training opportunities at local businesses.

Postsecondary Linkages

The linkages with postsecondary education are minimal. However, one example of a postsecondary linkage serving students is the Page High School Hospitality Program, which is articulated with the Coconino Community College. Upon completion of the program, students can continue at the community college or the School of Hotel and Restaurant Management at NAU. Community College credit can be earned while students are in high school.

Another example is a program administered through NAU serving out-of-school youth—Transition Works for Youth. This program provides workshops and one-on-one counseling to help out-of-school youth get GED certificates and continue their studies to meet their career goals.

Finally, the partnership has identified several university programs that are collaborative and complementary to regional STW efforts. One example is the Earth Circles Project Environmental Project, a joint effort between the NAU's Institute for Future Work Force Development, the Native American Environmental High School Outreach Project, Flagstaff Public Schools, the Museum of Northern Arizona, Lowell Observatory, and Coconino County STW. The project provided a one-day conference which introduced Native American students to environmental professions and to higher education.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

A number of schools use portfolio-based assessment. Williams has developed portfolio assessment instruments and the framework for portfolio assessment is in place for every high school student in Page. Flagstaff seniors compile data on competencies, including workplace skills, that they attained during their high school education. However, although some assessment instruments have been used in partnering schools, the concept has not yet been taken to scale.

One innovative approach to assessment involved the Flagstaff Chamber of Commerce. Members of the chamber participated in an experimental program to help establish community graduation standards by assessing students through interview and portfolio review. Members of the chamber who were involved in the site visit reported this as a very positive experience for both participating chamber members and students. There are plans to continue to examine graduation standards and apply them through this interview process (i.e., an "authentic assessment" of exiting students' readiness for life after high school).

Arizona Department of Education (ADE) *Career Pathways* have been introduced in several locations within the partnership but are not yet widely accepted. Efforts to use *Career Pathways* include Grand Canyon, which is attempting to develop the six pathways in concert with integrating SCANS skills at both the elementary and secondary level. Additionally, a youth volunteer corps program is being developed by Volunteer Associates for middle and high school students in the Flagstaff are which is tied to *Career Pathways*. That is, plans are to develop volunteer opportunities for students that are aligned with the six career pathways.

Professional Development Initiatives

The partnership has sponsored attendance of teachers and counselors at several training events sponsored by NAU. Several workshops conducted by the College of Education have provided equity training, training using integrated curriculum, and other related topics for teachers, counselors and administrators from around the state.

The partnership director also trained all teachers in Williams, and plans to inservice all new teachers in Flagstaff on STW principles. Video workshops were provided to ten teachers on how to use media for authentic assessments.

Goal 4: Community Involvement

The director perceives her role as the catalyst to bring together a variety of groups within the community. Outreach efforts have been made to a variety of groups and participation is encouraged through several projects.

- Students will be placed in service-based learning opportunities in the Flagstaff community through Volunteer Associates. This nonprofit organization was formed by the "Youth in Action" subcommittee of an alliance of governmental agencies. The group will be a conduit for volunteer activities for a number of community-based organizations.

- The Flagstaff Chamber of Commerce has an education subcommittee. The chamber represents a number of business partners within the community. As briefly described earlier, one project involves student assessment, where chamber volunteers interviewed students and reviewed student portfolios. Other chamber projects included the development of a School Report Card and a survey of business to determine what skills were most important for their employees.

- In Flagstaff, STW is incorporated within the Flagstaff Vision 20/20 plan. This strategic plan was a community generated plan outlining the economic development goals for the community. The plan involved many community members and policy makers and designated STW as one of its priorities.

Goal 5: Public Awareness

The public awareness efforts of the Coconino County STW Partnership are driven by a strategic marketing plan. A variety of public awareness strategies have been employed. There has been an advertising campaign that includes radio and TV productions designed to increase public awareness. TV ads have been aired in Page, Flagstaff and Williams. Radio public service announcements also have been aired which feature the partnership director and a Williams Chamber of Commerce representative. Ads are aired in business prime time. Presentations also are used extensively to promote partnership activities. For example, the director has a PowerPoint presentation of the Governor's Strategic Partnership for Economic Development (GSPED) which she uses to discuss the plan for the state.

For the period of January through June 1997, partnership staff made more than 13 presentations, conducted ten mass mailings, aired four TV ads, two radio ads and received publicity through newspapers and magazines with circulation more than 16,000. The radio listening audience was approximately 108,000.

One objective of the partnership's strategic plan is to overcome some negative perceptions of the STW system in the region. The vocal, anti-STW Eagle Forum has a strong presence in Page that staff perceived could be unsupportive of partnership efforts. Public praise of a successful elementary program in Page—"Eagle Town"—is perceived to have diverted negative reactions toward STW in this community.

Overall, however, Coconino has targeted a majority of their public awareness efforts toward larger constituent groups. A total of 3,218 targeted contacts were made between January and June 1997 to students, teachers, business/industry representatives, and the general public (i.e., mixed audiences).

Analysis of spring 1997 public polling results showed significant one-year gains in teacher support for STW, but losses in parental support for the same time period. Business support showed no significant change.

Goal 6: System Evaluation

The Coconino STW Partnership has been active in gathering information and creating databases to evaluate progress. The first year was devoted primarily to measuring baseline opinions and activities of schools. The regional evaluator participated in the state evaluation plan, which included surveying students in grades seven and ten.

At the regional level, a survey was administered to classroom teachers. The survey asked how familiar the teacher is with STW concepts and the types of activities in the classroom. The data will be used to help identify outstanding programs, to document progress, and to identify the foundation for building a new system. The survey results indicated that of those who responded, 64% were somewhat familiar with STW. The evaluator has coordinators in the outlying communities who help with data collection and evaluation in the field.

Discussion

Partnership Assets

The Coconino STW Partnership has the advantage of having a recently completed economic development plan for Flagstaff that includes community-based goals for STW. The recognition of the importance of community participation in STW as a part of the economic development of the region is positive. Use of the plan encourages continuity and buy-in from key stakeholders in the community.

Community partnerships include projects being developed in collaboration with NAU and the business community. Strong business partner interest exists in Flagstaff as evidenced by the interest of the Chamber of Commerce in continuing collaborative projects.

There are a variety of promising projects in all of the communities involved in the partnership. The active projects are a source of "success stories" that the partnership has publicized and can build upon (e.g., Continental Country Club, Eagle Town). There are also many educational resources for teachers, counselors and school administrators due to the proximity to NAU and the College of Education.

The partnership has developed good data collection instruments and baseline information. They have also a well-planned media campaign. And, leadership is now in place to encourage linkages between agencies, programs, schools and businesses. Both the evaluator (at the time) and marketing coordinator indicated that the presence of the new director has facilitated many accomplishments in a short period of time.

Partnership Challenges

The challenges facing the partnership include the distance between communities and their unique characteristics. The four communities represented differ politically and economically; therefore, participation is uneven. Participation and effectiveness of task force efforts vary by community. Some communities are felt to be less active than others.

There have been significant delays and a loss of continuity due to changes in key staff and periods of vacancy since the inception of the partnership. The partnership suffered from a lack of clear direction and leadership during the transitional period. This time was also costly due to delays in implementing plans. Changes in board composition also present a challenge to the partnership. The processes and by laws of the board are also pending revision. This will require that resources be expended on capacity building activities.

The effect of the organizational changes on the perceived ability of the partnership to "get things done" is also critical. The inclusion of more business partners and increasing the level of involvement of key stakeholders will be a challenge. Specific needs exist to develop more work-based learning opportunities for children. Parental support and recognition have slipped from the prior year. Cultivating parent support and maintaining or improving the support of school personnel will be important. Confusion with vocational education programs also was mentioned as problematic.

Summary and Suggestions

The Coconino STW partnership has strengths in their evaluation structure and the impetus that has been created from the communities that it serves. Partnership staff identified several strategies for continued improvement. These include:

- Realignment of the board membership and establishment of processes for effective decision-making.
- Development of more business partners and providing an increased role for them.
- Expanded outreach efforts to all communities including those which have been less involved.
- Refined mini-grant processes to solicit more applications for funding and to encourage self-sustainability and replication.
- Promotion of teacher training through the in-service process.

The need to reestablish an effective governance structure will require that resources be spent on process development. Although there will, necessarily, be capacity building activities, progress made during the initial stages should be reviewed and incorporated, as possible. Efforts should be made to minimize the cost of the transition to rebuild the board and yet maintain some continuity.

The director indicated that there is a need to develop an objective, systematic process for future expenditures to make sure that there is no conflict of interest. As by laws are redefined, participation in funding decisions should be defined to minimize any potential conflict of interest. This should include extending and enhancing the mini-grant process.

Increased accountability for funded projects should incorporate more measures of success. It is recommended that all funded projects be evaluated on self-sustainability, the number of students impacted, and fit with the overall goals of the partnership. The cost per pupil is high for certain projects and may,not have widespread applicability. Current projects should also be evaluated to determine if they can (or should) be taken to scale across grade levels or between schools. The number of workshops or one-time events that are supported should be evaluated in light of the return that they provide. Evaluation data could provide some insight into the types of activities that students find most helpful and the frequency of activities that is most effective.

There are many untapped opportunities to tie activities to GSPED clusters. These include projects relating to the environmental technology cluster (such as SRP air quality monitoring in the Grand Canyon region), water quality issues on Lake Powell and other environmental concerns. The Tourism and Experience cluster (which encompasses the Hospitality industry) would also seem to provide opportunities for further development. It is recommended that the partnership prepare plans for development of projects in collaboration with industry representatives in economic development clusters in the area and continue education efforts in these areas.

The need to expand and enhance the quality of the pool of potential projects was also mentioned as an area for improvement which may require more education. Sharing successful strategies from around the state should be one of the avenues used to encourage more participation in pilot projects. Collaborative opportunities with ADE and NAU would further leverage partnership efforts. Extension of teacher training, collaboration with NAU's College of Business and other creative collaborative projects which would reinforce the ties with NAU and the community could bolster partnership efforts. As school districts incorporate the *Career Pathways* into their curriculum and teachers and counselors are trained, STW will become more systemic.

The final recommendation is that the marketing plan be realigned to target specific strategies to include parents. Programs which include parental input could be identified and promoted.

Eastern Arizona STW Partnership

Region Served: Gila, Graham, and Greenlee Counties Site Visit: June 26, 1997

FY 1995-96 funding:	$ 50,000
FY 1996-97 funding:	$ 250,919
Total investment to date:	$ 300,919

School Profile

The Eastern Arizona School To Work (STW) Partnership serves communities in a three-county area encompassing more than 11,000 square miles that extend from the eastern edge of Maricopa County to the New Mexico border. The area includes the rural cities of Payson in Gila County to the west and Duncan in Greenlee County to the east. The partnership's headquarters are in the Safford-Thatcher area in Graham County. The partnership also serves the San Carlos Apache Reservations and students from Bylas who attend Fort Thomas schools. Seven elementary districts, 12 unified districts, several charter schools, an accommodation district and a special services district are located within the partnership boundaries. Eastern Arizona College is a regional community college within partnership boundaries, and the area also is served by four-year university extension centers.

In total for the 1996-97 school year, Eastern Arizona's regional partnership included 53 schools enrolling more than 18,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Eastern Arizona STW Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	9,925
Grades 7 through 8	2,797
Grades 9 through 12	5,160
Ungraded Elementary (K-8)	190
Ungraded Secondary (9-12)	98
TOTAL	18,170

***Note:** Enrollment data reflect 50 schools for which data were available of the 53 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership has established a "wheel" governance structure. The Leadership Team, "the hub of the wheel," coordinates the activities of the partnership. Stemming from the hub, Local Implementation Teams (LITs) are charged with establishing local goals and implementation plans. There are three LITs representing the geographical areas of: 1) Miami/Globe/San Carlos/Hayden, 2) Safford/ Thatcher/Pima/Fort Thomas/Duncan/Morenci/Clifton, and 3) Payson.

The Leadership Team comprises three superintendents of participating school districts, the president of Eastern Arizona College, one education and one business representative from each LIT, and other business representatives. The team meets four times a year or on an as-needed basis. The team is intended to examine "big picture" issues and provide oversight for all partnership activities. They, therefore, approve—rather than generate—program ideas. Attendance and participation among team members vary. This is due, in part, to the distance between the communities in the partnership. Six hours of travel time is required for the most distant participants. Although overall representation is described as good, business representation could be improved. Staff noted that gaps in membership exist as a result of the loss of a school representative from Payson (due to retirement) and lack of an active school participant from Miami.

LITs were established in the 1996-97 implementation year as a means to overcome governance problems experienced during the partnership's initial year of funding. A major reason for establishing LITs was to provide a vehicle for local input into the design and implementation of STW in order to solicit local buy-in and participation and cooperation. This strategy appears to be working. LITs set local objectives, guide local implementation efforts, and provide follow-up at the community level. LITs include parents, students, school personnel, businesses and support personnel. A worksite developer also has been hired in each of the three LIT regions. Worksite developers are paid for contacting local business and obtaining commitments for participation. According to program staff, LITs see themselves predominantly as design teams, developing strategies such as career fairs and teacher training. However, staff suggest that teams might be more effective if they accepted greater responsibility for implementing programs in addition to designing them.

Key staff for the partnership include the partnership director, marketing coordinator, and evaluator. There was no turnover in any of these positions for FY 1996-97, and staff expressed satisfaction with their level of functioning as a team. Key staff support local efforts by offering technical assistance and leadership. [It should be noted that as of fall 1997, the partnership director—who was the director for the partnership's first year of funding as well—resigned to take a position in a local school. As of October 1997, the position remained unfilled, although a search process was underway.]

The partnership underwent a change of fiscal agency between FY 1995-96 and FY 196-97 from Eastern Arizona College to the Safford Unified School District. According to staff, the change resulted in some "growing pains" but has been worthwhile. Since the change, staff report that more effective working relationships and streamlined processes have been established.

Distribution and Monitoring of Funds

Partnership staff describe the distribution of funds as effective, but indicate that there could be better monitoring of these funds. STW monies are distributed by the partnership director according to strategic plans developed by the LITs at the local level. Local plans and objectives are based on the partnership's regional plan which is modeled after the state's plan. Partnership staff assist the LITs to ensure that local plans are aligned with and support regional and state goals. Local priorities are established to facilitate funding decisions. Activities are funded across partnership subregions to the extent possible. Regarding the monitoring of funds, however, no specific mechanisms are in place to evaluate whether funded strategies are effective or cost-efficient. Feedback regarding the use of funds is primarily informal

Databases/Management Information Systems

No management information system is currently in place. Communication among partners occurs through e-mail (where available), meetings, telephone, and by mail. The evaluator is establishing databases to be used to create regional benchmarks and measure progress across all partnership activities.

Self-Sustainability

There are isolated instances of STW elements which could, conceivably, be self-sustained independent of financial support from the partnership. These include vocational, Tech Prep and other programs—personnel from which are represented on the LITs in order to better coordinate unique program and STW partnership efforts. Partnership efforts to strengthen self-sustainability include expanded identification of and program coordination with partners. Research was commissioned to determine related programs and sources of funds with which to leverage STW efforts. The report will outline the coordination of multiple funding sources within the partnership.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A).

Eastern Arizona STW Partnership reported that 28% of all public schools were "active" participants as of June 1997. A majority (85.7%) of regional high schools, or 12 of 14 schools serving grades 7-12 or 9-12 and two of seven (28.6%) junior high/middle schools are active. No elementary schools were reported as currently active. "Active" schools are summarized in Table 2 on the next page.

Targeted Access for Special Populations

The partnership director has met with the Graham County Transition Team (Arizona Department of Vocational Rehabilitation) in Safford to discuss issues concerning the placement of special education students in the workplace. The partnership also was represented in the Eastern Arizona Disability Rights Conference held in Thatcher during FY 1996-97. The partnership supports equity issues through training and by supporting Equity Internships provided through the New Frontiers program, sponsored by the Arizona Department of Education. Partnership teachers were invited to apply for one of 12 state-sponsored internships. Pending teacher interest, the partnership planned to support up to three additional internships.

Table 2

"Active" School Participation for Eastern Arizona STW Partnership

District/Service Provider	Total Number of Schools/ Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Blue ESD	1				1					0	0
Bonita ESD	1				1					0	0
Clifton USD	1		1		2			1		1	50
Dan Hinton School				1	1					0	0
Duncan USD	2			1	3				1	1	33
Eagle ESD				1	1					0	0
Fort Thomas USD	1		1		2			1		1	50
Globe USD	2	1	1		4			1		1	25
Greenlee Accommodation				1	1					0	0
Hayden-Winkelman USD	2	1	1		4		1	1		2	50
Miami USD	3	1	1		5		1	1		2	40
Morenci USD	1		1		2			1		1	50
Payson USD	3	1	1		5			1		1	20
Pima USD	1		1		2			1		1	50
Pine-Strawberry ESD	1				1					0	0
Safford USD	2	1	2		5			1		1	20
San Carlos USD	1	1	1		3			1		1	33
Solomonville ESD	1				1					0	0
Thatcher USD	2	1	1		4			1		1	25
Tonto Basin ESD	1				1					0	0
Young ESD	1		1		2			1		1	50
Charter Schools	1		1		2					0	0
TOTAL	28	7	14	4	53	0	2	12	1	15	28

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

STW Initiatives by Grade Level

Elementary

Although no elementary schools were designated as "active" due to lack of formal partnering, there is some evidence of the incorporation of career awareness activities in elementary classrooms. The level of elementary involvement was estimated from a postcard survey returned by 124 of more than 1,000 teachers in the partnership. At the elementary level, responses indicate that teachers do employ guest speakers in their classrooms and conduct field trips to expose younger students to careers.

The partnership set a goal to review literature, and develop a curriculum, on work ethics and career awareness appropriate for K-3 grade levels. Duncan, Clifton and Fort Thomas teachers met to discuss the curriculum. Books on work ethics and career awareness have been delivered to each of these schools for evaluation. Follow-up activities will include teacher recommendations for activities based on the materials designed for younger students.

Middle/Junior High School

More middle schools are categorized as active by virtue of active partnership participation and implementation of school-based, work-based or connecting activities. The Rim Country Middle School, for example, has developed a Summer Career Institute. Approximately 40 students participated in a two-week summer career institute that included field trips and career exploration activities. A field trip experience was provided to more than 105 middle school students to the Union Industries Show in Phoenix. The postcard survey and description of individual school activities suggest that currently at least some teachers are emphasizing work-related applications of academic subjects, conducting career awareness activities, and using guest speakers and field trips.

High School

High schools are most active in STW activities within the partnership. There is a strong vocational education presence in several schools within the partnership. Several collaborative vocational projects were selected for recognition by ADE including a "College Prep English and STW Program" and Miami High School's partnership with the Arizona Department of Transportation (ADOT). Miami High School also participated in a Total Quality Management Event at Arizona State University-West. Marketing students learned and applied business concepts with the help of Allied Signal and ADOT employees. Payson High School sponsored an "Employability Skills Conference" which emphasized the skills necessary to be successful in any occupation.

An innovative prototype project provides school-based learning for students on the San Carlos Apache Reservation. A project to develop a CD-ROM based on the San Carlos Cultural Center was sponsored, in part, by the partnership. Students gained skills including graphic design, Apache history and culture, video production, multimedia development, business, marketing, Internet development and workplace skills. The project has applications in rural areas where "virtual" business experiences have considerable potential given the scarcity of other business establishments. This project also is a good example of collaboration between school districts, since San Carlos extended the opportunity for participation to students from the neighboring Fort Thomas schools.

Work-based experiences are facilitated by worksite developers in each of the three LIT areas. They are attempting to match youth with work experiences that are available within each community. As of June

1997, more than 20 commitments from businesses were obtained for placing at least one student in the worksite and nine students (to date) were placed.

Postsecondary Linkages

Postsecondary linkages, which provide assistance to students in making a transition from high school to further training, are limited. There is little evidence of a systematic method of helping students make the transition. The partnership does incorporate, however, Tech Prep programs (2+2) which link at least some students from high school with continuing education experiences.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

There is some movement toward implementation of ADE's *Career Pathways*. Five high schools in the partnership have committed to work on a project that would result in a *Career Pathways* alignment for STW. These schools are Globe High School, Duncan High School, Thatcher High School, Fort Thomas High School, and Safford High School. Efforts are supported by the STW partnership.

A program consultant based in the Gila County School Superintendent's Office is facilitating a strategic plan for the rural community of Young to aid in identification of work-based skills necessary to transition youth from STW.

Professional Development Initiatives

The partnership has emphasized training for all members of the partnership. Approximately 30% of the more than 1,000 teachers have been provided with some training. For example, a total of 82 teachers attended technical assistance training sessions held in Gila and Graham counties. A Youth Apprenticeship Mentor Training was given to 14 members of the partnership. Additionally, five counselors attended the summer Counselors' Academy in Tucson, and a "mini" Counselor's Academy was being planned to take place within the partnership for additional counselors in the region.

Partnership staff also participate in a number of conferences and meetings to keep apprised of developments in their (or related) fields. For example, the STW director planned to attend a "Micro Society" conference, state Vocational Education conference, and national Tech Prep conference.

Goal 4: Community Involvement

The identification of collaborative partners has been a priority in partnership development. Approximately 500 persons currently comprise the partnership mailing list. These include representatives of business, government, economic development agencies and educators.

Outreach efforts to recruit additional community partners have been extensive. Efforts include numerous personal visits and contacts including those with Job Training Partnership Act (JTPA) personnel, Phelps Dodge, Safford city officials, Greenlee County economic development entities and chambers of commerce in each community. An attempt to include non-traditional schools was made through an advertisement in the local paper. As a result of the latter, it is anticipated that at least one charter school will be active within the partnership for the 1997-98 school year.

The involvement of local schools, parents and students has been apparent throughout the partnership. The Safford/Graham County Chamber of Commerce has been active surveying their membership, publicizing STW activities and hiring a student. Numerous other businesses have either participated or committed to supporting STW efforts.

Goal 5: Public Awareness

Between January and June 1997, public awareness activities included multiple mass mailings, presentations, and meetings. A pamphlet targeting students in grades 7-12 was distributed in partnership schools and all parents of eighth grade students received a customized mailing. Businesses were targeted through the Gila Valley Exchange publication. Furthermore, six STW articles were published in regional newspapers and a series of radio spots were aired featuring a STW jingle and advertisement of the partnership and its benefits. The partnership also developed a regionally customized STW videotape explaining STW and profiling some of the activities within the partnership. An estimated 22,150 people were reached through public awareness activities including 8,000 businesses and 3,550 students.

In addition to regional public awareness activities, each local community employs marketing strategies based upon their unique needs. For example, in Payson, two different brochures were mailed to area businesses while in Globe/Miami, STW representatives visited local schools to promote activities. Worksite developers have assisted in distributing videos to libraries and video stores in each area.

Plans for fall 1997 include distribution of a brochure focusing on STW at grades K-3 and bulletin board displays for each high school. The bulletin boards will display STW news, Career Pathway information, and job openings and placements. As of June 1997, plans also included distributing information to parent organizations, school boards, and site councils in August.

Goal 6: System Evaluation

The partnership has implemented a variety of evaluation strategies. A local database using information from national instruments (i.e., Mathematica's Local Partnership Survey and the National Progress Measures) and Arizona databases (e.g., polling information and the state's seventh and tenth grade student surveys) has been established. Other information has been collected within the partnership, including the partnership-wide postcard survey of teachers. This survey was sent to more than 1,000 teachers in the region and was designed to measure the number and type of activities being conducted and the numbers of students impacted.

Specialized data also is being gathered by the partnership. For example, student interest in a STW Leadership Academy club at Globe High School was collected, and an inventory of local funding sources within the partnership is being prepared to facilitate efforts to coordinate among programs. A survey of school counselors also was conducted to determine the types of STW activities in the schools. Some information concerning the skills which businesses deem to most needed was obtained from a survey conducted by the Graham County Chamber of Commerce.

A survey of students in grades 11-12 is being drafted to determine current levels of student employment. This will help measure the impact of the partnership's future efforts to place students in worksite experiences. Also planned is a partnership-wide survey to determine the extent to which portfolio assessment is used within the partnership.

Notably, the evaluator's role includes presenting information and educating constituent groups about STW to a variety of audiences within the partnership.

To the partnership's credit, extensive documentation is available relative to each of the state and regional partnership goals. File folders for each goal were provided during the site visit that contained relevant correspondence, surveys results, news clippings, and other data providing evidence of progress/ accomplishments for specific objectives (as outlined in the partnership's FY 1996-97 contract).

Discussion

Partnership Assets

A governance structure is in place which appears to be effective. The partnership structure is designed to maximize local control—a strategy which encourages buy-in and allows for activities to be customized to meet local needs. This strategy also has increased the level of participation of both parents and students in local STW efforts. And, the local groups have well-defined goals to focus their efforts.

The partnership is distinguished by several innovative projects for students which have potential for replication/ expansion. These include programs profiled in ADE's publication"Successful Strategies" and the CD-ROM project on the San Carlos Apache Reservation. These prototype projects provide replicable models for other rural areas.

The partnership has done a good job of identifying teachers in its participating schools, and soliciting their input (through surveys, personal contacts, flyers, LITs) regarding STW activities. The accomplishment of having trained about one-third of teachers in the region during the year is laudable.

Community partners seem willing to participate in partnership efforts. Chambers of commerce have taken an active interest and community businesses seem ready and willing to participate. The identification of funding streams marks the basis for collaboration with other entities, and forms a platform upon which to examine future self-sustainability.

The partnership uses state-provided data in both its marketing and evaluation activities, in addition to customizing activities at the regional and local levels. There is evidence of strategic thinking and planning throughout the partnership.

Partnership Challenges

Perhaps the partnership's biggest challenge is that its participating communities are separated by great distances and many of the smaller, more rural areas have limited business presence. Additionally, some communities lack infrastructure such as telephone lines which are essential in order to have Internet communication. The Internet is a tool to foster partnership-building efforts among schools/ districts separated by long distances, but is also a necessary component of many technology-based STW projects. The San Carlos Apache Reservation's CD ROM project required modern equipment, yet had to overcome the fact that the reservation itself only has approximately five hundred telephones to serve more than 10,000 residents which rely on equipment installed in the 1950s.

Besides the vast territory included in this partnership, not all schools are aligned philosophically with STW and many, because of their size, have differing resources to spend on training and implementation of programs. The partnership continues to work to "market" the STW concept.

A final challenge is to maintain the current balance between the strong central governing body of the partnership and LITs. Without this centralized body, regional systems-building efforts could falter. As it stands, the central governing body is essential to guide efforts to meet common goals, allocate funds accordingly and sponsor partnership-wide initiatives.

Summary and Suggestions

Despite some "growing pains," this appears to be a strong partnership. It has a strong foundation and evidence suggests that it has been effective toward the education and promotion of STW concepts. Potential areas for emphasis include:

- Strengthening efforts to align STW with GSPED cluster economic development groups. Possible connections to the Software development at San Carlos or the Hospitality cluster should be pursued.
- Insuring that school representation on the Leadership Team remains strong.
- Implementing more formalized mechanisms for monitoring funds and offering improvement suggestions to LITs.
- Establishing outcome evaluation standards for funded projects and follow-up evaluation strategies to most effectively use funds.
- Follow-up with the businesses that have tentatively committed to providing worksite experiences for students to be sure that their commitment is maintained.
- Evaluate the performance of the "Worksite Developers" to be sure that placement of students is reinforced as well as the recruitment of students and businesses.
- Continue to develop strategies for self-sustainability through partnering with DES and other agencies.
- Coordinate data collection to be sure that requests are minimized and all needed information is collected at the same time.
- Use training opportunities that maximize the impact of the STW investment. This includes school in-service opportunities and developing best practices within the partnership that can be replicated or taught to other schools.

East Valley STW Initiative

Region Served: Eastern and southern portions of Maricopa County; Apache Junction in Pinal County

Site Visit: May 13, 1997

FY 1995-96 funding:	$ 483,315
FY 1996-97 funding:	$ 757,560
Total investment to date:	$1,240,875

School Profile

The East Valley School To Work Initiative (EVSTWI) serves a geographic area housing more than one million residents in parts of both Maricopa and Pinal Counties. The partnership has within its boundaries five unified school districts, three elementary districts, one high school district, one vocational technical school (5 sites), five community colleges, and one state university. Additionally, there are 23 charter schools on record and seven other educational programs/facilities serving the East Valley region of Maricopa County (e.g., Horse Mesa Dam Accommodation School; Mesa Detention Center).

In total for the 1996-97 school year, EVSTWI's regional partnership included 213 schools enrolling more than 160,913 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the East Valley School To Work Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	92,155
Grades 7 through 8	24,380
Grades 9 through 12	43,345
Ungraded Elementary (K-8)	800
Ungraded Secondary (9-12)	233
TOTAL	**160,913**

***Note:** Enrollment data reflect 204 schools for which data were available of the 213 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

Approximately 350 partners have been involved in EVSTWI including educational institutions, training agencies, business partners, and community-based organizations. The East Valley STW Initiative is led by a governing board and executive committee. Management, marketing and evaluation staff, and a technical assistance cadre (TAC team), provide additional support. There are 12 self-directed industry cluster teams and six teams which address common issues. In addition, site-based liaisons serve each high school and community college. Standing monthly meetings are held for the board, executive board, the cluster chairs, the TAC team, partnership businesses at large and site-based liaisons. Ad hoc committees and subcommittee meetings contribute to the approximately 27 monthly meetings.

The 18-member governing board is an autonomous entity with broad decision-making authority. The board is composed of cluster team representatives, two students (one high school and one community college) and a parent. While the partnership director provides input, he does not direct the actions of the board. They set their own agendas and appoint their own members. One of the important functions of the board is to set the strategic mission of the partnership at a yearly retreat. They also review and approve funding for partner-initiated pilot projects.

The partnership director rates the board highly for participation and reliability, as evidenced by the 90% attendance rate for monthly meetings and a stable membership. However, the director also indicated that maintaining parent and student representation on the board poses a challenge. Student attendance at board meetings is described as "sketchy." Furthermore, according to the director, the board has its third parent representative in a one-year period. Difficulties with student and parent participation are attributed primarily to scheduling conflicts and relocation.

Key staff support the implementation of the partnership plan. There has been no turnover among key staff, who exhibit a high degree of solidarity. The TAC team, comprising 19 consultants, provides a range of services including technical assistance for "cross-shadowing" programs for faculty and business representatives; industry cluster team facilitation; workplace development support; curriculum development support; partnership evaluation; community support and marketing.

Industry cluster teams meet monthly to develop and implement industry-specific work experiences for students, define skill standards for the industry (as the industry is represented by local businesses) and collaborate with educators on creating relevant curriculums. Teams have members from business and education and address the following industry areas: automotive, communication, computer technology, construction, financial services, health care, hospitality, manufacturing, retail sales, support services, utilities, and education. Teams that address common issues include: career counseling; K-8 participation; equity; community mobilization; development; and technology. While level of accomplishment varies by team, the most notable successes in the industry cluster teams have been in the identification of entry level skills and work-based experiences for students in the finance, automotive, manufacturing, and health care clusters.

Twenty-seven liaisons receive a stipend to facilitate STW within the partnership's high schools and community colleges. They are viewed as playing an important role in linking school and partnership efforts. Site-based liaisons have not always been successful in improving communication, however. Their effectiveness is related to school administrators' support.

Distribution and Monitoring of Funds

To date, the partnership has distributed funds using a mini-grant process. Mini-grants are used to increase participation in the partnership and to develop pilot projects which can be replicated. There are approximately 25 mini-grants that have been supported by the partnership since its inception.

Staff indicated a need to "rethink" the mini-grant process for FY 1997-98. In fact, the partnership abandoned a planned third round of mini-grants until they refine the process. In part, staff were less than satisfied with the process—or lack thereof—for effectively monitoring mini-grants. At present, discussions are focusing on the need to better align mini-grants with the goals of the partnership. This is anticipated to lead to a more focused selection process. Additionally, it is anticipated that criteria used to evaluate projects will become more stringent. Mini-grants must target specific goals and provide cost per student, potential for replication, a local funding component, clearly stated goals, and outcome measures.

Databases/Management Information Systems

A database for tracking business participation has been proposed as a countywide initiative, but is not currently in place. EVSTWI does have a home page on the Internet and is meeting with other Maricopa County STW partnerships to discuss improvements. A technology team has formed to address the larger implications of changing technologies.

Self-Sustainability

With the exception of preexisting programs (e.g., minority health educator grants), there is little evidence of a system in place that does not rely on federal or state STW dollars. However, the partnership is pursuing ways to leverage their efforts through collaboration with other agencies and is seeking opportunities to develop self-sustainability. Collaboration with interagency partners and other key stakeholders has been accomplished through representation on their boards and by inviting agency participation in STW efforts. Key entities which have been identified include JTPA and the welfare reform group. A "Development Committee" has been formed and meets monthly to explore both long and short term strategies for self-sustainability. One idea being discussed is the establishment of a nonprofit corporation [i.e., 501(c)(3)].

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A).

EVSTWI reported that 30% of all public schools were "active" participants as of June 1997. Of the active schools, 60% of schools serving students in the upper grades are represented, over half of the middle/junior high schools are represented, and less than one-fifth of the elementary schools are represented (16.5%). Two additional schools/programs represent 18% of the partnership's charter schools and other educational institutions. "Active" schools are summarized in Table 2 on the following page.

As depicted in Table 2, public school districts vary in their level of involvement but most show pockets of implementation.

Targeted Access for Special Populations

According to partnership staff, the inclusion of special populations in service delivery programs that incorporate school to work opportunities is less than systemic. Primarily, the partnership attempts to serve special populations (e.g., dropouts, disabled, gifted and talented, at-risk/low achieving) by partnering with institutions (e.g., alternative schools) and other agencies that already minister to these populations (e.g., JTPA).

Planned expansions for serving special populations include additional partnering with existing programs (e.g., alternative schools; Jobs for Arizona Graduates programs). There is also discussion of more formally serving youth in the Arizona Department of Juvenile Corrections system.

Table 2
"Active" School Participation for the East Valley School To Work Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Apache Junction Unified	4	1	1		6	1	0	1		2	33
Chandler Unified	14	3	2		19	3	3	1		7	37
East Valley Institute of Technology			5		5			4		4	80
Gilbert Unified	15	3	3		21	2	3	2		7	33
Higley ESD	1				1	0				0	0
Kyrene ESD	17	6			23	0	1			1	4
Mesa Unified	51	13	8	4	76	5	9	7	0	21	28
Queen Creek Unified	1	1	1		3	1	1	1		3	100
Tempe ESD	18	4		1	23	10	3		0	13	57
Tempe UHSD			6		6			5		5	83
Charter Schools	12	1	7	3	23	0	0	0	1	1	4
Other Programs/Schools	1		4	2	7	0		0	1	1	14
TOTAL	134	32	37	10	213	22	20	21	2	65	31

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

STW Initiatives by Grade Level

Elementary

As illustrated in Table 2, elementary schools comprise the majority of educational institutions within the EVSTWI partnership. The partnership is actively pursuing increased elementary participation. A K-8 team has been formed to support this goal. Counselor training and follow-up have been designed to increase awareness and effect changes in the elementary classroom. In addition, several pilot projects have been funded to develop replicable strategies. The elementary school programs are predominantly school-based.

However, some work-based and connecting activities, such as an elementary portfolio, have been developed.

One elementary program profiled at the partnership's annual "Celebration of Success" was Longview Elementary's "Roots and Wings" program. As presented by student participants in the program, this K-6 program integrates academic and career skills across the curriculum. Students work with their teacher to create an individualized "Student Education Plan" which outlines areas where the student wants to improve. Specific goals are set by the student with the teacher, reviewed with parents, and evaluated throughout the year. Students in the upper elementary grades explore different careers via computer, interest inventories, library research, and videos and write an essay on "My Career Choice." Guest speakers from area businesses and field trips to these businesses supplement the school-based curriculum. Sixth grade students exit with a career and academic portfolio.

Middle/Junior High School

As in other grade levels, implementation is uneven across districts and within schools. Career exploration activities can be characterized primarily as school-based. There are, however, notable middle/junior high school programs within the EVSTWI that illustrate how school and work-based learning are integrated within the curriculum for this population. For example, one pilot project involved Kino Junior High school students exploring careers in health care and, specifically, in gerontology working with the elderly. Students visited a day center, medical center and care center. Student teams shadowed the employees.

Another notable program is the "Project Pride: Team Diversity Program" which was implemented with seventh and eighth graders at Fremont Junior High School. Funded as one of the partnership's mini-grants, this program introduced teams of adolescents to the concepts and principles of Total Quality Management (TQM). Under the guidance of two facilitators representing industry, and in partnership with local businesses (i.e., TRW and Hoffman-Deitz) students identified school and community problems, collected and analyzed data to prioritize these problems, and chose one problem to solve—in this case, repainting school fixtures and furnishings (e.g., benches where students eat lunch). Students then identified the necessary resources and costs for solving the problem, prepared proposals and budgets, and made oral presentations to school, community, and business leaders in order to generate the supplies and materials necessary to complete this service learning project. Finally, they implemented their solution. In a presentation about this program, students demonstrated knowledge of the speaking, reading, writing, and mathematical skills they learned in order to conduct the project, referred to sociological studies and principles they used in order to do background research and work as a team, and related their experiences to skills needed in the workplace.

As quoted in the *East Mesa Independent* (Volume 33, Number 17) TRW—was so "impressed" by this project and its student participants that it is picking up the costs for its implementation in the 1997-98 school year not only at Fremont Junior High School, but at an additional three schools.

High School

Most high schools reportedly have some component of STW in place. This is attributable, in part, to preexisting Tech Prep programs and those offered by the East Valley Institute of Technology (EVIT), a regional vocational-technological high school. Through these programs, more than 4,000 work-based projects were already present in the East Valley before the STW partnership was formally established. Work-based and school-based instruction through EVIT provides occupational education to ten districts. EVIT has four full time employees placing students in work-based learning experiences. Small unified districts such as Queen Creek and other high schools are also involved in work-based projects. However, despite efforts in several districts (including Tempe and Chandler) to integrate the academic and vocational teachers, a chasm reportedly exists between the two.

Career counseling and career clusters centered around a portfolio have been initiated in the Mesa and Tempe districts. It is planned that eventually all students will become involved in the career planning process. These programs will provide school-based and connecting activities.

One example of a high school program profiled at the partnership's "Celebration of Success" was the "Careers in Culinary Arts" program. This is a Gilbert High School program which trains students in grades 9-12 and teachers, and provides them with work-based experiences in collaboration with local restaurants and chefs. Among the students who discussed their experiences in this program was a young lady who, due to her participation in the program, received a scholarship to Cordon Bleu in London.

Postsecondary Linkages

The transition of high school students to a postsecondary experience is an admittedly weak link in this partnership. Efforts to assist students make the transition are considered "spotty." There are, however, several examples of programs which successfully link high school with further education and training. These include programs through EVIT that transfer directly to Mesa Community College and the Motorola Apprenticeship Program for Students (MAPS).

The latter program, although small in scale (i.e., 10 students participated during FY 1996-97 representing 10 regional high schools), combines school-based learning with work-based apprenticeships in one of the four Motorola manufacturing areas in its Mesa plant. Depending in their performance, students may subsequently obtain employment with Motorola and receive reimbursement for continued community college instruction while maintaining their apprenticeships. The Motorola supervisor of this program illustrated that for the select group of students, some of whom were considered "at-risk" prior to their participation, attendance in "feeder" high schools improved measurably and grade point averages increased by more than one point during the year of their participation. Plans are to expand the program in the future.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

Of interest during the site visit was an examination of the extent to which the partnership is attempting to create K-16 STW curriculum and assessment frameworks that 1) utilize the Arizona Department of Education's *Career Pathways* model and K-12 *Workplace Skills*, and 2) integrate career awareness, exploration and preparation activities associated with Arizona industry clusters that are affiliates of the Governor's Strategic Partnership for Economic Development (GSPED).

In short, *Career Pathways* have not yet been fully implemented by any district, although Mesa Public Schools, Tempe Union High School District, and Apache Junction Unified School District in particular have adopted *Career Pathways* concepts and have developed supporting materials for students and parents designed to heighten awareness of career opportunities. These districts have implemented procedures to define a process, train staff, and create documentation around *Career Pathways*; however, districts vary in their approach to the Pathways.

Curriculum/assessment frameworks that incorporate GSPED cluster educational priorities are in a very formative stage. One state-initiated pilot project is being developed in conjunction with the partnership that links three Mesa schools (one elementary, one middle/junior high school, and one high school) with the High Tech GSPED cluster. This project *may* build upon a previous initiative within the partnership that is a K-12 strand for careers in the semiconductor industry developed in partnership with Intel.

There is not a widespread understanding of the GSPED cluster concept among educators or administrators within the partnership. Partnership staff have identified education as a priority in this area.

Professional Development Initiatives

The EVSTWI has developed and implemented multiple opportunities for professional development of school and business employees. One notable effort is the K-9 project which provided training to 80 participants representing 41 districts and both private and parochial schools. Participants included principals, teachers, counselors and parents. The training was designed so that each team left with a plan to help focus STW efforts within their school. Follow-through will be provided to participating schools by TAC team members. Evaluations of the training completed by 69 of the 80 participants indicated that a majority felt that: the workshop was worthwhile (92%); they learned something new which could be implemented at their school (85%); and they anticipated implementing a career awareness or exploration activity into the classroom as a result of the training (98%). One hundred percent indicated that they would recommend the workshop to a colleague.

Other training provided by the partnership included a presentation to the governing board on GSPED; presentations by the partnership's equity team to school and business representatives; and sponsorship by the partnership for key staff to attend lectures and conferences pertaining to school to work.

Other Technical Assistance Activities

The EVSTWI has provided other types of technical assistance to its constituents. For example, the partnership underwrote the development of a list of all Student Vocational Organizations for the purpose of better partnering with these organizations toward accomplishing the partnership's goals. Additionally, materials for use by teachers and businesses have been developed including three publications:

- A Guide for Establishing Systems for mentoring in the Work Place,
- 4 Models for Mentoring Students: Some Recommendations and Resources, and
- School To Work: Best Practices

Goal 4: Community Involvement

Business participation and work site experiences are actively encouraged through business involvement on the partnership committees. Twelve industry-led cluster teams are in place, co-chaired by an educator. The mission of the cluster teams was threefold: to identify standards for the industry; to create work experiences for students in the industry; and to work with teachers. The achievements of the cluster teams are described as uneven by the director. However, four cluster committees—Finance, Automotive, Manufacturing, and Health Care—have made inroads in identifying local industry standards and entry level skills and have created work-based experiences for students. No committee has worked with teachers yet.

The partnership does have GSPED representation among its constituents—notably MicroAge, Motorola, and Intel representing the High Tech cluster. Motorola is currently sponsoring student internships and expects to add more in the coming year. Micro age is also sponsoring a student and offering internships.

Several organizations—including the National Restaurant Association—have been recruited as partners to support hospitality programs within the partnership. Additionally, Mesa General Hospital is participating in providing Health Care guest speakers and work-based experiences for students.

Other active business partners include: Basha's, Mind Works, Red Lobster and the Landmark restaurants, the Mesa Tribune, and Borders Bookstore.

Broader-based community participation also has been encouraged in this partnership and formalized through their Neighborhood Mobilization Team. Among the activities of the Neighborhood Mobilization Team (which include community members and students), members participate in a citizen group in Gilbert, are involved with community service projects, and are implementing an initiative designed to increase adult and community access to a career center which has been established at Red Mountain High School.

One targeted goal for the partnership includes expansion of collaboration with local and state programs. Specific strategies are being developed to better collaborate with JTPA, DES welfare recipients training, and the DES-sponsored One Stop Career Centers.

Goal 5: Public Awareness

In terms of public awareness activities occurring between January and June 1997, the EVSTWI staff targeted a variety of constituent groups including students, parents, teachers, counselors, school administrators, business/industry representatives, and general audiences. Partnership staff made more than 28 presentations, mass mailed information, and received publicity through three newspaper articles with circulation totaling 128,000 people.

Goal 6: System Evaluation

Most of the evaluation of the EVSTWI is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. At the local level, case study information is being collected on sponsored mini-grant projects. Staff plan to use this information to analyze project effectiveness and replicability.

Discussion

Partnership Assets

The partnership has a committed and stable staff. There has been no turnover among key staff and, therefore, continuity of effort. Staff appear to work well together and communicate frequently.

Reportedly, many administrators are receptive to School To Work principles and many have projects in place in their schools. That is, school district support for School To Work appears relatively strong in the East Valley. Mesa Schools, for example, advertises school and business partnerships and promote linkages within their schools. Tempe is a pilot site for the implementation of *Career Pathways* through ADE. EVIT is an asset to the partnership, offering a variety of training opportunities for students. And yet, there are ample opportunities for increasing the number of schools involved with the School To Work System.

The East Valley has a number of key industries that are actively involved in the community and with the regional School To Work partnership (e.g., Motorola, Intel, and TRW). Training programs initiated by these business partners involve corporate commitment and financial support. The variety of active businesses represented in the East Valley indicates great potential for growth in industry involvement in the schools. The fact that many of these businesses represent GSPED-related industries is noteworthy.

The potential for collaboration with the community college and higher educational system is high, in part, due to the sheer numbers and availability of postsecondary opportunities for students in the region. Agreements are in process between secondary schools and institutions of higher education, and students have opportunities to transition into the postsecondary system while in high school through programs such as Tech Prep.

Partnership Challenges

While the number of businesses and schools within the EVSTWI offers opportunities for growth and expansion, it also offers a challenge in how to effectively implement school to work activities for all students in the region. To meet this challenge, the tactic taken by the partnership has been to create a network of teams with specific duties and outreach responsibilities. The partnership's philosophy is that regular participation of key business and school leaders through participation on the teams will create the sense of local ownership and "synergy" necessary to sustain the initiative once federal funding ceases.

At face value, the partnership's structure of more than 20 teams/boards/advisory groups, and the average 27 meetings per month undertaken by these various groups, seems top-heavy in terms of bureaucracy and administration. On the other hand, in an area serving more than one million people, the team networking approach—which was developed by local constituents as part of a strategic planning process—may be, in fact, the most efficient way for staff to focus their efforts. The bottom line is that the partnership has many "moving parts" in terms of schools, businesses, teams, and activities.

While the site visit suggests that "things are happening" within the EVSTWI, there is a communication challenge for the partnership to clearly convey to "outsiders" what these "things" are—particularly in terms of school-based, work-based, and connecting activities for students in all grade levels. Partnership staff do not appear to have a clear handle on the scope and depth of STW activities in their participating schools; or, if they do, information is not available in a clear, concise format. Most of what seems to be taking place within the schools is due to existing vocational education and Tech Prep programs or through projects sponsored by the partnership's mini-grant process.

What staff *do* have a clear a handle on are the activities of each of their teams. However, team performance was described as uneven. Some teams have accomplished much; others have accomplished very little.

An overall impression suggests that the partnership's biggest challenge lies in finding a balance between 1) *processes* deemed essential by partnership constituents for creating a regional system and 2) *outcomes* necessary to illustrate that School To Work is having the desired effect on students and, ultimately, Arizona's economy. Barring evidence that STW monies are contributing to increased student performance at all grade levels, team support and local ownership may not be sufficient to sustain the movement beyond the duration of federal dollars.

Summary and Suggestions

The EVSTWI has developed processes to involve and share responsibility with numerous stakeholders. The governance structure encourages collaboration and participation with the support of the technical assistance cadre. Partnership efforts involve and leverage the efforts of many individuals.

Partnership staff have identified several strategies for continued improvement. These include:

- To review and refine industry cluster teams in terms of their composition and focus
- To develop more support for site-based liaisons and strengthen their roles
- To continue efforts to collaborate with other agencies and expand the pool of STW participants
- To fine tune the mini-grant process
- To continue to research and explore strategies for self-sustainability
- To expand K-9 implementation

In support of these self-generated strategies for improvement, the partnership might benefit, for example, by establishing contracts for each team functioning under auspices of the partnership. Contracts might outline concrete "deliverables," timelines, and persons responsible as well as criteria to ensure that team activities relate directly to improving student services. Partnership staff should consider more formally reviewing team activities such that financial support for the team or a team activity is discontinued if the terms of the contract are not met within the designated timeframe.

The fine tuning of the mini-grant process appears to be an appropriate move in the right direction toward accountability. With staff plans to more clearly define the expectations for mini-grant-funded projects, and build in more accountability for outcomes, it can be anticipated that the partnership will improve its ability to demonstrate the success of its initiatives in much the same way that its Motorola Apprenticeship Program provides compelling evidence of academic and occupational skill gains among its participants. In short, it is recommended that the partnership increase the collection and use of evaluation outcome data in relation to student-centered school to work activities.

Additional suggestions for consideration by the partnership include:

- Aligning existing partnership industry cluster teams with GSPED industry clusters;
- Developing and implementing targeted strategies to better include special populations in regional school to work activities;
- Expanding and refining postsecondary linkages and methods to assist students make the transition from high school to postsecondary education or training; and
- Refining means by which to communicate with state and federal policymakers and others the substantive gains being made by the partnership toward building a school to work system.

Mohave Workforce Development Partnership

Region Served: Mohave County

Site Visit: April 25, 1997

FY 1995-96 funding:	$ 62,800
FY 1996-97 funding:	$ 354,673
Total investment to date:	$ 417,473

School Profile

Mohave County covers 13,312 square miles in northeastern Arizona—about three times the size of the state of Connecticut. The county is sparsely populated, with only about 120,000 total residents, a quarter of whom are school-age children. The partnership serves students in 17 school districts including ten elementary, five unified and two high school districts. Charter and private schools are included in the area which is also served by Mohave Community College.

In total for the 1996-97 school year, the Mohave Workforce Development Partnership (MWDP) included 56 schools enrolling more than 22,000 students in grades pre-kindergarten through 12 as shown in Table 1. Included in the total school count are private schools for which enrollment is unknown.

Table 1

Total Student Enrollment for the Mohave Workforce Development Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	13,071
Grades 7 through 8	3,603
Grades 9 through 12	5,809
Ungraded Elementary (K-8)	40
Ungraded Secondary (9-12)	0
TOTAL	**22,523**

***Note:** Enrollment data reflect 45 public schools for which data were available of the 56 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

Due to the sheer size of Mohave County, and distances between major communities, this partnership was conceptualized and is being implemented in terms of four subregions: Lake Havasu City (the partnership's headquarters), Kingman, Mohave Valley/Bullhead City, and the Arizona Strip. Each of these four areas has a 10-member local governing board. Cumulatively, local delegates comprise the Board for the partnership-at-large. Of the 40 Board members, 21 represent the business community, 13 represent educators, two represent government, and four are students. The Board convenes quarterly with partnership staff. Local meetings are generally held on a monthly basis, or as necessary based on the consensus of local members. Eight of the delegates (two per region) comprise an Executive Committee, and there is a standing Budget and Finance Committee. Ad hoc committees are convened as deemed necessary.

The role of the Board is to provide oversight and guidance to the partnership-at-large, and to assist in establishing local activities and budgets. According to the partnership director, the Board continues to evolve over time, refining its role and responsibilities for making decisions that affect not only the partnership-at-large, but the local regions as well. Attendance among Board members is described as varied; however, partnership staff track and monitor attendance and develop recommendations to promote increased attendance by locality and for the partnership as a whole.

The MWDP is staffed by a full time director and administrative assistant, as well as an evaluation specialist and marketing coordinator who are both on a contract. At the time of the site visit, there had not been any turnover among key staff. However, staff on a contract (i.e., the marketing coordinator and evaluation specialist) did express varying degrees of dissatisfaction with their respective roles and responsibilities. Specifically, both contractual employees expressed concern with their work loads relative to their rate of compensation. Both indicated that they felt they were being asked to perform more-or-less full time duties for part-time wages. Nevertheless, both were clear about the expectations of them and the standards to which they were being held accountable and were dedicated to achieving their goals.

The fiscal agent for the partnership was originally the Mohave County School Superintendent's Office. In FY 1996-97, a new fiscal agent was recruited: the nonprofit agency, the Interagency Council. Staff expressed satisfaction with the change in fiscal agency, but discontent with the amount of paperwork required to maintain satisfactory budget records since U.S. Department of Labor, state, local, and agency record keeping systems all have their own idiosyncracies. In essence, the director was having to prepare the MWDP budget in several different formats to accommodate each key budgetary stakeholder.

Broader constituent groups also are included in the county's partnership. The director has recruited the participation of several existing educational and training programs including Tech Prep and programs operated through the Arizona Department of Economic Security (DES). At the time of the site visit, not all potential partnering agencies were identified, and interagency collaboration was modest. However, the partnership director had a clear vision of the task at hand and an action plan for recruiting additional partners.

Distribution and Monitoring of Funds

Partnership staff express satisfaction with their established method of distributing and monitoring funds. Essentially, each of the four local regions develops its own activities and budgets, which comprise the majority of funds for the partnership-at-large. Quarterly budget reports and an analysis of expenditures are prepared and discussed at Board meetings. Funded activities vary among the four regions, depending on how each of the communities decides to spend its allocation. For example, one community might decide to spend a majority of funds on professional development or instructional materials, while another might focus on teacher stipends for teachers to act as STW catalysts and liaisons. The key element to the system in place is that it allows for a great deal of local autonomy which, according to the partnership director, has promoted community "buy-in" to School To Work.

Databases/Management Information Systems

Where possible, partners are linked electronically, but no systematic MIS is in place. The partnership director notes that schools vary considerably in their technology, making it virtually impossible in some cases to share information electronically. The partnership has created and is maintaining several databases for its own use, including a computerized databank of employers.

Self-Sustainability

At the time of the site visit, there were no elements of a STW system in place which staff felt would be self-sustainable once federal/state support for STW ceases. However, the partnership director was developing a plan for sustainability, including conducting an analysis of leveraged funds and recruiting additional agency partners.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A).

The MWDP reported that 59% of all public schools were "active" participants as of June 1997. All high schools and junior high schools are classified as active participants as well as half of the elementary schools. "Active" schools are summarized in Table 2 on the following page. Eleven private schools have been identified within the partnership, one of which is currently active.

Targeted Access for Special Populations

Staff indicated that targeting access to STW opportunities for special populations was an area that "needs work." However, the partnership did have several examples of how they are attempting to reach out to special populations. The director has met with several agency representatives including those from DES, Mohave Mental Health and juvenile justice, as well as personnel in programs serving pregnant teens and out-of-school youth. Moreover, the needs of special students have been met when they have come to the attention of school/partnership staff. For example, an interpreter was recruited to accompany a deaf child at a participating elementary school's Career Fair. The interpreter stayed with the young lady throughout the day, explaining the career booths and career options presented.

Moreover, at least one charter school serving at-risk youth and retrieved dropouts is involved in the partnership, and a student from this school was interviewed during the site visit. The student was interviewed on-site at an automotive repair shop where he was participating in an internship program. To the credit of the partnership, charter school, and employer, this former dropout was reenrolled in school and had plans to complete his high school education. He expressed the sentiment that it was unlikely that he would be in school except for his internship. Through the discussion with the student, however, it became clear that he had not received any career guidance nor explored career options. His internship was *not* linked to his academic work (i.e., school-based learning). He was uncertain about his future, but expressed a desire to work at an area manufacturing plant.

Table 2

"Active" School Participation for the Mohave Workforce Development Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)						"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Not defined	Total	E/J	M/J	J/S	K-12	# Total	% Total
Bullhead City ESD	3	1				4	3	1			4	100
Bullhead City USD	1					1	1				1	100
Chloride ESD	1					1	1				1	100
Colorado City USD	1	1	1			3	1	1	1		3	100
Colorado River UHSD			2			2			2		2	100
Fredonia-Moccasin USD	2		1			3			1		1	33
Hackberry ESD	1					1					0	0
Kingman ESD	6	2				8	1	2			3	38
Lake Havasu USD	5	1	1			7	5	1	1		7	100
Littlefield ESD	1					1	1				1	100
Mohave UHSD			3			3			3		3	100
Mohave Valley ESD	2	1				3	2	1			3	100
Owens Whitney ESD	1					1					0	0
Peach Springs USD	1					1					0	0
Topock ESD	1					1	1				1	100
Valentine ESD	1					1	1				1	100
Yucca ESD	1					1					0	0
Charter Schools	2		1			3			1		1	33
Private Schools					11	11				1	1	9
TOTAL	28	6	8	0	0	42	17	6	8	0	31	74

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

STW Initiatives by Grade Level

It is important to preface this section with the note that the site visit took place in Lake Havasu City. Thus, the examples discussed reflect primarily the activities observed during the site visit. Where possible, references are made to exemplary STW activities occurring in the partnership's other three regions.

Elementary

Even though elementary schools are the least "active" in STW activities in the partnership (as noted in Table 2), there are still multiple examples of schools which are implementing STW activities including guest speakers, career fairs, field trips, integrating a career awareness curriculum into the classroom, and the use of student portfolios. In some cases, site coordinators have been hired and are provided a small stipend to coordinate STW activities at the school or within the district.

For example, at Havasupai Elementary, the school hosted a Career Fair for all students. The fair was spearheaded by a fourth grade teacher whose class was visited during the site visit. This class had participated in a year-long exploration of careers, where information about careers, jobs, and job skills was infused throughout the curriculum. Developmentally appropriate worksheets, and discussions led by the teacher, preceded the Career Fair. After the fair, students discussed what they had learned, and how what they learned about careers related to their school work. During the site visit, students were able to articulate what kinds of academic skills were needed for various occupations that they had learned about as a result of their career awareness activities.

Middle/Junior High School

In addition to activities such as those described for elementary schools (e.g., career fairs), several middle/junior high schools within the partnership are conducting customized activities for their student populations. At Thunderbolt Middle School, for example, students are participating in a class on goal setting which incorporates identifying career interests and aspirations. The hope is to expand this class as a requirement for all middle school students in future years and to develop the concept of *Career Pathways* at the middle school level.

High School

STW activities are most visible at the high school level. Many activities predate the implementation of the STW partnership. For example, Kingman High School has restructured its entire curriculum around the Arizona Department of Education's (ADE) *Career Pathways* model, as have other high schools in the region. Students develop their career interests through an integrated curriculum supplemented by activities such as Career Fairs. Student portfolios are used in assessing skill acquisition and career goals.

Also at the high school level, there are several efforts to develop and/or expand school-based Career Labs. One such lab is fully operational on the campus of Lake Havasu High School which, incidentally, also is using ADE's *Career Pathways* model to help structure the curriculum and provide students with career guidance. The Career Lab provides a variety of hard copy materials on careers and postsecondary opportunities, and has the capacity for students to explore opportunities via computer as well. One of the major activities of the lab is to coordinate job shadowing and mentoring experiences. Lab staff recruit and screen local employers and match them with student interests. Both students and employers are briefed and debriefed to maximize the benefits of the shadowing experience for both parties.

Lake Havasu High School also provides an example of project-based learning for high school students. A junior-senior level math class is participating in the B.R.I.D.G.E.S. Project. In this project, students identified the need for a footbridge on campus to link the main academic complex with the athletic fields. The research, design, and construction of the bridge is the central focus of instruction in the classroom. Students have learned to use math in research (e.g., polling student opinion), engineering, creating a business plan, developing a budget, raising and managing funds for construction, and other applications. Students have worked with a broad array of faculty on campus and businesses off-campus.

The partnership also sponsors some student internships and is pursuing the idea of developing some registered apprenticeship programs.

Postsecondary Linkages

The partnership sprang from the regional Tech Prep consortium, which remains a part of the partnership's activities. Beyond these programs, the Career Labs are designed to provide students with information about their postsecondary options.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

In terms of the ADE *Career Pathways* curriculum framework, Mohave County has pursued this concept more than many of Arizona's other counties. *Career Pathways* are an integral component of Kingman High School, and are embedded or being developed in several other high schools. Throughout the partnership, other examples of a career-oriented curriculum exist. For example, a set of hands-on worksheets for younger students, *Real Heroes and Careers*, is being used in several elementary schools. Furthermore, an integrated curriculum that combines *Career Pathways* with decision-making skills, is being developed for middle school students. Supporting new curricula, many of the partnership's schools have adopted or are in the process of adapting student portfolios as a means of assessment.

Most recently, the partnership has begun to explore how to integrate the state's economic development initiative (i.e., the Governor's Strategic Partnership for Economic Development, or GSPED) into the curriculum. Conversations had begun with one firm specializing in Optics. Discussions involved the potential creation of a registered apprenticeship program in this area.

Professional Development Initiatives

To support teachers' abilities to implement STW in the classroom, the partnership was sponsoring numerous professional development opportunities. Teacher visitations were sponsored to visit a school in Oregon, renowned for implementing *Career Pathways*. Thirteen people, representing all four subregions of the partnership, visited this school. Additionally, the partnership had trained some teachers as mentors, conducted a "Parents as Partners" training session, and sponsored four state technical assistance workshops attended by more than 100 teachers representing all four subregions of the partnership. Workshops included:

- Planning and Implementing a *Career Pathways* System
- Putting It Together: Integrating Academic and Occupational Curriculum and Instruction
- Work-based Learning Experiences: Linking Classroom, Community and Work Site
- School To Work in the Elementary Classroom

Finally, the partnership subsidizes summer teacher internships. Seven teachers participated in these internships early in the partnership's history; an additional ten internships were conducted in the summer of 1996. Teachers represented both academic and vocational teachers. Internship sites include: financial institutions, a printing company, a newspaper, city and state government offices, manufacturing firms, a management company and the Arizona Proving Ground.

Other Technical Assistance Activities

The partnership regularly meets with staff of its partnering regions. Part of the function of these meetings is to identify and broker technical assistance needs.

Goal 4: Community Involvement

The partnership appears to have done a good job of recruiting business participation in the area. Business representatives attend both subregional and partnership-as-a-whole meetings, provide student job shadowing experiences and internships, and provide teacher placements for the summer intern program. In addition, the partnership director is attempting to develop relationships with other entities such as regional and state job training programs. With a nonprofit agency as its fiscal agent, the partnership has already developed some relationships with community-based organizations, and is pursuing additional partnership opportunities. Involving parents remains a goal of the partnership staff.

Goal 5: Public Awareness

In terms of public awareness activities occurring between January and June 1997, the MWDP staff targeted:

15 Students,
15 Business/Industry representatives, and
880 General (i.e., mixed) audiences for a total of 910 constituents.

Partnership staff made more than 8 presentations, mass mailed information, and received publicity through 21 newspaper articles with circulation totaling more than 25,000 people.

Spring 1997 public polling trend data indicate that awareness of the STW initiative in Mohave County rose among all key stakeholder groups from spring 1996. Groups polled included parents, employers, teachers and school administrators. Specifically, there were statistically significant gains in awareness among parents and businesses. Parent awareness in Mohave County rose 22 points to 47% of those polled indicating that they were aware of STW. Likewise, business awareness rose 38 points to 64% awareness among businesses polled. This was the highest gain in business awareness among all partnerships in the state.

As far as support for the STW initiative, measured by public polling, Mohave has maintained a high level of support, and increased support measurably among the business community. However, parental support and support from teachers declined during the year although levels of support are above the state average.

Goal 6: System Evaluation

Much of the evaluation in the partnership is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. Additionally, the partnership identified and is monitoring ten regionally-defined benchmarks. While some of these parallel state/federal measures, others are customized for the partnership (e.g., matriculation of students to Mohave Community College and Arizona universities). Furthermore, partnership staff individually monitor sites involved and have completed several, complementary research studies including a survey of employer participation and a study of regional economic development activities.

Discussion

Partnership Assets

The partnership has several assets, not the least of which is its regional substructure. The division of Mohave County into four subregions, each with its own governance structure and decision-making authority, appears to be a good strategy for garnering support and "buy-in" in this expansive county. Partnership staff also have done a good job of modeling partnership goals and activities to meet the expectations of both state and regional stakeholders.

The partnership is showing good progress recruiting schools, and is the most visibly successful partnership is enlisting the participation of private schools. School participation, where it is occurring, seems strong and appears to be progressing toward meaningfully integrating existing state initiatives (e.g., ADE's *Career Pathways;* GSPED). A good foundation of technical assistance, including professional development, exists to support classroom-based instruction.

The partnership has done an excellent job of developing regional strategies to monitor progress. The system of quarterly reports, and the tracking of ten regional benchmarks, represents a good faith effort to ensure accountability.

Finally, one of the partnership's assets is a highly committed director. The director appears to have a thorough understanding of the scope and magnitude of the task to institutionalize STW. It appears primarily through her vision, and persistence, that the partnership remains "on track."

Partnership Challenges

The most obvious and significant challenge is the size of the county and the vast distances—and differences—between communities. Although meeting schedules are in place, partnership staff cite "lack of a personal presence" in some communities as a barrier toward fully implementing STW. Lack of technology in some schools contributes to the problem of distance.

A continuing challenge for the partnership is to recruit elementary schools. Staff indicate that this is not an easy matter. According to staff, STW is seen in some communities as detracting from a "back to basics" movement which is embraced by educators. A second challenge related to recruiting schools, and establishing STW programs, pertains to the kinds of programs implemented. On one hand, this partnership was the only partnership where a retrieved dropout participating in a work-based internship was interviewed, suggesting that the partnership has done a reasonable job to ensure inclusion of this difficult-to-reach population of students. On the other hand, the student's school-based instructional program bore no relationship to his work-based placement.

A related challenge, also linked with problems of distance and technology, pertains to keeping track of programs occurring throughout the partnership. While monitoring and record-keeping procedures are in place, having a firm grasp on "who is doing what and with what results" appears difficult. For example, the MWDP evaluator felt that a better mechanism needed to be in place to look at the activities and effectiveness of various site coordinators, since she was unable to visit them all regularly and obtain consistent and valid information from them.

Other challenges were cited by staff. Issues include those pertaining to developing registered apprenticeship programs, establishing distance learning, coordinating funds and multiple programs under the STW umbrella, and getting the word out to parents and other constituents.

A final challenge for the partnership relates to staffing. With the partnership director's strength as a visionary leader and task-oriented administrator comes the potential to set ambitious scopes-of-work and high expectations for part-time (e.g., contractual) staff. Maintaining staff job satisfaction under these circumstances may prove to be a challenge.

Summary and Suggestions

Overall, this appears to be a strong partnership. There is a well-developed management plan which provides for subregional autonomy and flexibility. The partnership director thoroughly understands the STW vision and mission, and has developed funding mechanisms to ensure "equal opportunity" for the subregions comprising Mohave County. School-based activities are customized to meet local needs and work-based experiences are being developed to the extent possible. The partnership has garnered the awareness of many key stakeholders, and is gaining support of the business community. Evaluation tools for program improvement and accountability are in place.

Besides continuing to refine and enhance its internal operations and monitoring mechanisms, the partnership may also wish to consider the following:

- Develop a means for site coordinators to regularly and consistently report on activities within their respective jurisdictions.

- Enhance the "quality control" function of MWDP staff to review and "clean" locally-reported information and data.

- Revisit contractual staff tasks and timelines to ensure that the scope of work is "do-able" and commensurate with budget allocations.

Northeast Valley STW Partnership

Region Served: Northeast portions of Maricopa County Site Visit: June 24, 1997

FY 1995-96 funding:	$ 50,400
FY 1996-97 funding:	$ 326,000
Total investment to date:	$ 376,400

School Profile

The Northeast Valley STW Partnership encompasses urban and rural populations in a large section of northeast Maricopa County. The consortium includes the communities of Scottsdale, Paradise Valley, Fountain Hills, Cave Creek, Carefree, and their adjacent unincorporated areas. Some regions of the city of Phoenix are included in the service area. The partnership serves four unified school districts and charter schools located within the region.

During FY 1996-97, the Northeast Valley STW's region included 84 schools enrolling more than 65,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1

Total Student Enrollment for the Northeast Valley STW Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	36,491
Grades 7 through 8	9,990
Grades 9 through 12	18,297
Ungraded Elementary (K-8)	566
Ungraded Secondary (9-12)	0
TOTAL	65,344

***Note**: Enrollment data reflect 84 schools identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

During their 1995-96 "capacity building" year, the partnership had considerable turnover in key staff and struggled to develop a stable governance structure. The partnership has experienced continued difficulties in putting an effective governance structure in place. Originally, a 16-member management team, composed of eight education partners and eight business partners, was envisioned. Business representation was poor on the original board. Much effort was spent soliciting participation of partners, and representation of business leaders continues to be an issue. Board membership has not been stable, attendance has been inconsistent, and energy has been diverted to address issues relating to the role of the board. The management board became "frozen and unable to function" due to confusion over the issue of liability. The board's director resigned stating that in lieu of a written statement from the state releasing the board from any liability for its actions, the board should function strictly in an advisory capacity.

As of June 1997, the partnership was in the process of reorganizing its management structure due to the questions concerning the role of the Board. The Management Board was renamed as an "Advisory Committee." Four members of the committee serve on an "Operations Council." The director, in conjunction with this group, makes most of the operating decisions. A Community Team, a Design Team, Site Liaisons and other resources are planned to support the goals of the partnership. Representatives from each of these groups will form a Facilitation Team. This team is trained in school-based, work-based and connecting activities and will give technical assistance to the community.

The Community Team was formed to involve other agencies and community groups in order to encourage self-sustainability. This group currently has only three members. The group is described as "moving toward functioning." They plan to revamp the team by redefining roles and making their goals more specific.

The Design Team is envisioned as a working group focusing on a specific strategy during a school year. This group has not yet been active. There have been some project groups that have met but they lack larger vision that this team is intended to have.

Site liaisons are planned for each school district in the partnership area. One site liaison has been hired in Paradise Valley. Superintendents were described as receptive to the plan. Positions will be advertised in September for the liaisons. They will meet monthly with the Facilitation Team and will receive a stipend of up to $4,500 for helping schools implement school to work strategies.

Key staff members include the director, an evaluator and marketing coordinator. There have been several changes in these positions. The partnership has had four directors since initial funding. In May 1997, the evaluator and marketing coordinator both resigned. By June 1997, a new evaluator had been hired, but the marketing position was still open. In summary, staff turnover has been high and there has been a subsequent lack of direction and continuity.

Distribution and Monitoring of Funds

The distribution of funds was described as ineffective in the past. The director indicates that at least half of the projects currently funded would not meet the current criteria for funding. Many projects were one-time events such as field trips that are not self sustainable. Due to the difficulties during the capacity building stage, partnership personnel reportedly felt pressured to spend funds but lacked the processes to ensure that funds were targeted the most appropriate activities.

The director drafted guidelines for mini-grant requests. A "mini-grant team" now reviews and approves project expenditures on a project by project basis. Once implemented the mini-grant process will include program feedback mechanisms and criteria for selection of programs.

Databases/Management Information Systems

The partnership does not have an effectively functioning MIS system in place.

Self-Sustainability

The system does not have sustainable features in its current form. It lacks a stable track record and does not have enough partners to ensure continuation. Lack of involvement of key stakeholders and the inability of the governing board to reach a consensus are contributing factors. Some programs, however, like the Career Centers at Saguaro and Desert Mountain High Schools offer promise for sustainability. The site liaison at Paradise Valley schools hopes to sustain school efforts by establishing a design team at each school and involving teachers and counselors. As a part of Saguaro High School's "Introduction to Science and Math in the Classroom," curricular components were developed that can be used for many years. Additionally, a Larkspur elementary project initiated a program that trained teachers, conducted an interest inventory, field trips and follow-up. This project is likely to continue as a part of the normal curriculum.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A). The Northeast Valley STW Partnership reported that 31% of all public schools were "active" participants as of June 1997. Three-fourths of the high schools were active compared to 60 percent of junior high/middle schools and one percent of the elementary or elementary/junior high schools. "Active" schools are summarized in Table 2.

Targeted Access for Special Populations

The projects which address special populations within the school district include a grant to a special needs teacher who is developing a job shadowing project for her students. Out-of-school youth are provided with services through the Vista Del Camino. Some counselors in the Northeast Valley attended a Community Empowerment Symposium which promoted a dialogue between the courts and schools on how to best serve at-risk youth.

STW Initiatives by Grade Level

Elementary

Activities are sporadic within the elementary grades. However, in order to encourage activity, several mini-grants were given to these programs. For example, Larkspur elementary has developed a variety of activities for sixth grade students focusing on career exploration. They conducted interest inventories, held a career day involving parents and took students on field trips to explore higher education. The Hyatt resort has a half-day experience for fifth graders which provides interviewing experience and job shadowing opportunities for selected students.

Table 2

"Active" School Participation for the Northeast Valley School To Work Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Cave Creek USD	2	1	1		4		1	1		2	50
Ft. Hills USD	2	1	1		4			1		1	33
Paradise Valley USD	25	6	5	1	37	4	4	5		13	35
Scottsdale USD	17	6	5		28	1	4	5		10	36
Charter Schools	7		4		11					0	0
TOTAL	53	14	16	1	84	5	9	12	0	26	31

*KEY: E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

STW Initiatives by Grade Level

Elementary

Activities are sporadic within the elementary grades. However, in order to encourage activity, several mini-grants were given to these programs. For example, Larkspur elementary has developed a variety of activities for sixth grade students focusing on career exploration. They conducted interest inventories, held a career day which involved parents, and took students on field trips to explore higher education. The Hyatt resort has a half-day experience for fifth graders which provides interviewing experience and job shadowing opportunities for selected students.

Middle/Junior High School

Several programs are in place at the middle school level. Desert Canyon Middle School partners with the Phoenix Coyotes to provide activities for students relative to the sports industry. Awareness, exploration and experience opportunities in sports careers are targeted in the program. Career fields include community relations, trainers, marketing and administration. A program at Greenway Middle School helped students to examine postsecondary options.

High School

High schools are most involved in the Northeast Valley STW system. Liaisons will be hired in all districts to promote and support activities. Career centers exist in Saguaro and Desert Mountain High Schools. The partnership hopes to encourage the development of other career centers. They are also promoting a program offered through the YMCA/Boys and Girls Clubs and businesses, "Career Explorers," provides volunteer and paid internship opportunities for high school and out-of-school youth. The program will also include a career mentor component. One currently funded program will create a simulated business—Coronado, Inc. Students will be taught lessons integrating English, marketing and accounting curriculums. Students will write business plans for their companies and produce an annual report. They will "compete" with real businesses, by comparing their company's performance with the performance of real companies as reported in the newspaper. Some of the goals of the class will be to teach job skills, give skill certificates, and increase the incentives for students to be successful. Other existing programs include the Hospitality program at Saguaro High School.

Postsecondary Linkages

Several programs offer linkages to postsecondary education. The Hospitality program at Scottsdale Community College is engaged in discussions to extend more opportunities to high school students. Tech Prep (2+2) programs are offered through the East Valley Institute of Technology. Northern Arizona University has agreements with several high schools to offer credit for their hospitality strand. Paradise Valley High School offers a Graphics satellite program.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

Although there have been no large scale efforts, several funded projects involve the development of specific curriculums. As a part of Saguaro High School's "Introduction to Science and Math in the Classroom," curriculum was developed which can be used for many years. A teacher at Coronado High School will be developing a curriculum which integrates English, accounting and multimedia subjects.

There has been little implementation of the Arizona Department of Education's (ADE) *Career Pathways* model. The liaison at Paradise Valley indicated that they want to pursue *Career Pathways* in their district and establish a design team at each school to initiate the effort. *Career Pathways* are being introduced to students in the Consumer Science program at the tenth grade level in Paradise Valley.

Professional Development Initiatives

The partnership promotes itself and offers professional development using a three-stage presentation method. In stage one, a short (i.e., ten to fifteen minute) overview of STW is given to school staff. A survey is administered to determine the areas of areas of most interest. A follow-up presentation (i.e., stage two) is then offered to interested teachers after school hours. The focus of the presentation is an overview of the School To Work partnership and an introduction to the mini-grant process. The half-hour presentation allows time for discussion. In stage three, a three-hour workshop is offered for interested teachers to help them implement STW activities. This "staging" method is being evaluated for effectiveness. As of April 1997, only one school had participated in all three stages.

Other training events included workshops and conferences. Ten teachers participated in summer workshops. Several counselors were sent to the academy training. An "Educators in Industry" program is also in place. Educators, counselors and principals are encouraged to participate in this program. They spend four days shadowing in different professions. Thus far, 50 people have been served through this program at a cost of $100 per person. Businesses are helping to train teachers.

Goal 4: Community Involvement

The Chambers of Commerce of Scottsdale, Fountain Hills and the City of Cave Creek have been contacted and the director is working with them. The education committee has supported School To Work initiatives. It is not clear how many businesses provide worksite experiences for students. There are no economic development (i.e., Governor's Strategic Partnership for Economic Development, or GSPED) business representatives involved in developing and implementing a model K-16 STW program. There has been outreach to community-based organizations and parents. The Paradise Valley PTO council has been active. A parent is working as the community business liaison with the Scottsdale School District. The partnership attended the community partnering forum.

A new initiative which the partnership would like to launch is the coordination of programs offered through the Boys and Girls Club, Junior Achievement, the YMCA and the United Way's summer jobs program. They also hope to establish career centers at all Northeast Valley high schools in collaboration with the City of Scottsdale Library and the Mesa One-Stop career center, sponsored by the Arizona Department of Economic Security.

Goal 5: Public Awareness

Public awareness was promoted through presentations, of which 17 were made during the first three months of 1997 and four through June. The presentations targeted school administrators, business and industry, teachers, policy makers and the general public. One article was published concerning the School To Work initiative. Public opinion polling indicates that there were significant gains in business and teacher support over the prior year, while there was no change in parental support. While analyses do not specifically measure the impact of regional marketing activities on public awareness and support, at least part some of the positive shifts in support may be due to regional activities.

Goal 6: System Evaluation

Most of the evaluation of the Northeast Valley Initiative is a part of the overall state evaluation plan. Case study information is being collected on sponsored mini-grant projects. Other evaluation activities include the collection of baseline information concerning the schools that are active and a survey of randomly selected seventh and tenth grade students.

Discussion

Partnership Assets

The partnership has shown a willingness to adopt new policies and procedures to replace those that are not working. A plan has been drafted to address the concerns of board composition and processes for the distribution of funds.

The communities which are served are in proximity to resources needed to implement STW. Strong vocational programs exist within the schools. Businesses have established relationships with school districts which can be built upon. There are variety of agencies such as the Boys and Girls Clubs and YMCA/YWCA which offer services to students and who are willing to participate in the STW system.

Partnership Challenges

The communities that are served are largely "bedroom communities" in the Phoenix metropolitan area with limited business representation. The districts are unique and therefore have differing needs. Fountain Hills and Cave Creek districts are growing more rapidly than Scottsdale and Paradise Valley districts and, therefore, have more financial constraints. Building an alliance between the needs of these communities is a challenge.

Turnover in key staff has caused discontinuity of efforts. The mix of people on the board and the lack of consistent leadership has resulted in loss of direction. Liability issues have essentially sidetracked the board.

Lack of substantive progress may make it difficult to solicit participation from key community stakeholders.

Summary and Suggestions

The proposed organizational structure should be reevaluated. Developing the advisory board should be prioritized. It may be premature to develop teams which are not currently active. After the leadership board is strengthened, it will be easier to define the role of the Community Team and Design team.

The partnership has recognized the need to strengthen the role of the Board. Strategies mentioned should be followed including soliciting more active participation of the key stakeholders including all superintendents. It would also be advisable to select membership carefully. The team training which the director envisions may need to be supplemented with an ongoing plan for feedback and improvement of group processes such as decision making.

There is a need for a strategic direction for the partnership. Funding decisions should be guided by the overall vision of the school to work system in mind. This will minimize funding of one time events and projects that are not self sustainable.

Many of the ideas which were presented in the site visit are sound but were formulated relatively recently. The ability to bring these to fruition will be based upon obtaining buy-in from the significant partners, and following up to be sure that implementation takes place. It is important that the partnership demonstrate more student outcomes to build the momentum that it needs to facilitate systematic change.

Investments in developing and maintaining a stable core staff are needed. Specific strategics to reduce turnover may include a review of current processes to determine areas for improvement. Stabilization of staff may require role clarification, expansion of responsibilities or team training.

Additional suggestions for consideration by the partnership include:

Investigate the potential ties to GSPED industry clusters. The Hospitality industry is particularly strong in these communities and could provide students with multiple opportunities for career exploration.

Use data that is already being collected to guide strategy development within the partnership and develop additional programs for students, With respect to the latter, statewide effective practices should be used for replicating programs that are most successful. Teachers and businesses sharing their information also might encourage the proliferation of effective practices. Identify programs that are sponsored through corporations in Maricopa County that may be expanded into the Northeast Valley.

Northland STW System

Region Served: Apache and Navajo Counties
(excluding the Navajo and Hopi reservations)

Site Visit: June 19, 1997

FY 1995-96 funding:	$ 48,015
FY 1996-97 funding:	$ 394,051
Total investment to date:	$ 442,066

School Profile

The Northland STW System serves communities in the northeastern counties of the state. The area includes Navajo and Apache Counties, excluding the Navajo and Hopi reservations where an allied STW program is being implemented. There are four elementary districts and eleven unified districts as well as several charter schools and BIA schools within the partnership boundaries. The area is also served by several institutions of higher education, including Northland Pioneer College (NPC).

In total for the 1996-97 school year, Northland's regional partnership included 62 schools enrolling more than 21,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Northland School To Work (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	11,345
Grades 7 through 8	3,428
Grades 9 through 12	6,142
Ungraded Elementary (K-8)	25
Ungraded Secondary (9-12)	237
TOTAL	21,177

*Note: Enrollment data reflect 58 schools for which data were available of the 62 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership is governed by an Advisory Committee comprising one faculty and one business representative from each of ten partnering schools/districts. Of Northland's partners, nine of 11 unified school districts and one of six charter schools are participating in the emerging system. At the time of the site visit, none of the four elementary districts were active in the partnership and Winslow and Joseph City had chosen to *not* be involved with STW.

During FY 1996-97, an Executive Board also was established consisting of three members of the business community. The Advisory Committee and Executive Board provide oversight and guidance to the partnership. They review proposals for funding submitted to the partnership, and assist in formulating policies and procedures for STW in the area. The Committee meets quarterly. Staff describe the involvement of Committee members as "varying."

Key partnership staff include a full time director, Curriculum and Marketing Coordinator, and secretary and a part-time evaluator. Additionally, staff include a part-time workforce developer and a cadre of paid school site coordinators who identify and facilitate STW activities for participating schools/districts. At the time of the site visit, there had been no turnover in key staff. There has since, however, been turnover in the evaluator position, which remains unfilled.

Most relationships among key staff were described as excellent. However, at the time of the site visit, there was some tension between staff and the evaluator who later relinquished his position and failed to perform evaluation tasks prescribed by the state through the end of the contract year.

In terms of partnership development, staff have begun to identify programs and service providers that complement STW. Some interagency collaboration is taking place, such as with the Arizona Department of Economic Security (DES). In particular, Northland utilizes DES's Job Service to assess participating students' career interests.

Distribution and Monitoring of Funds

Partnership staff describe the system of distributing and monitoring funds as "satisfactory." In essence, staff, including school coordinators, identify regional/local needs and services, submit requests to the partnership for those services which require funding, and—based upon the merit of the proposal—receive approval to implement the activity and bill the partnership. Partnership staff developed and disseminated the document, *Billing Procedures and Activity Reporting 1996/1997*, which provides partners with information and forms needed to obtain reimbursement for services provided.

Notably, forms include a quarterly and year-to-date "Activity Report" whereby information is gathered regarding paid and unpaid interns placed, internships completed, job shadowing experiences completed, career days/job fairs attended, and other activities. Schools/districts must report the unduplicated number of student participants in a STW-sponsored activity in order to be eligible for reimbursement.

Databases/Management Information Systems

The partnership has made good progress establishing several databases which speak to accountability in the system. Quarterly "Activity Reports" are compiled for all participating schools/districts to document student services. Perhaps most notably, the partnership has created an Internet home page and database that lists more than 450 business partners recruited in the county, and the services each is willing to provide. Businesses are organized by Career Pathway, geographic location, and name. At the time of the site visit, the STW director indicated that not all schools in the partnership had access to the Internet; however, this represents a goal for continued development in the region.

Self-Sustainability

At the time of the site visit, some elements of the emerging STW system were considered to be self-sustainable, such as preexisting school-based Vocational-Technological Education (VTE) programs offered under the auspices of the Arizona Department of Education (ADE). Moreover, some school-based efforts, such as the use of portfolio assessment, were judged to have the potential to become institutionalized, and therefore self-sustainable. Finally, partnership staff indicated that they were working on a strategy to obtain donations from businesses to support long-term financial sustainability.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A).

Northland STW System reported that 29% of schools in its region were "active" participants as of June 1997. More than half of the schools serving students in the upper grades are active (70.6%). Less than one fourth (22.2%) of middle/junior high schools are actively involved. Only one-eighth of the elementary schools are represented (12.9%). "Active" schools are summarized in Table 2 on the following page.

As depicted in Table 2, school districts vary in their level of involvement but most show pockets of implementation.

Targeted Access for Special Populations

Several activities within the partnership focus on serving special populations. One regional charter school, providing an alternative learning environment primarily for at-risk youth, is active within the partnership. Furthermore, staff were working to coordinate STW activities with a regional Youth Transition Project (YTP) serving disabled students. To date, the YTP was active in three regional high schools, with an additional high school slated for involvement in fall 1997. Native American representation in the partnership is strong, as the region includes not only towns bordering the Navajo Reservation, but also includes the Whiteriver School District, which is located on the Whiteriver Apache Reservation.

STW Initiatives by Grade Level

Elementary

"Active" participation by elementary districts and schools is relatively low within the partnership, but efforts are in place to work with elementary schools. An informal inventory of schools indicates that most schools utilize guest speakers in their classrooms to introduce careers to younger students. At least one site conducted a job fair at the elementary level, bringing in representatives from the local fire department, as well as ranchers, doctors and lawyers. Staff suggest that there are "power" teachers who have embraced STW in their classrooms, but that STW activities at the elementary level are by no means "to scale."

Middle/Junior High School

As noted in Table 2, there is modest "formal" STW involvement at the middle/junior high school level. At the time of the site visit, there was some job shadowing for younger students in place through STW. Apart from those activities funded by the STW partnership, there *are* activities occurring at these grade levels which complement and reinforce STW efforts. Activities include the use of student portfolios in most communities beginning in grade seven, and career exploration activities implemented as "Level I" of the VTE Model, funded by ADE.

Table 2
"Active" School Participation for the Northland School To Work System

District/Service Provider	Total Number of Schools/Programs (by grade level*)						"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Not defined	Total	E/J	M/J	J/S	K-12	# Total	% Total
Alpine ESD	1					1					0	0
Blue Ridge USD	2	1	1			4			1		1	25
Concho ESD	1					1					0	0
Heber-Overgaard USD	1	1	1			3			1		1	33
Holbrook USD	2	1	1			4	1		1		2	50
Joseph City USD	1		1			2			1		1	50
McNary ESD	1					1					0	0
Round Valley USD	2	1	1			4		1	1		2	50
Sanders USD	1	1	1			3			1		1	33
Show Low USD	5	1	1			7			1		1	14
Snowflake USD	5	1	1			7	2		1		3	43
St. Johns USD	2		2			4	1		1		2	50
Vernon ESD	1					1					0	0
Whiteriver USD	2	1	1			4			1		1	25
Winslow USD	3	1	1		1	6		1	1		2	33
BIA					3	3					0	0
Charter	1		5			6			1		1	17
Navajo Special Services				1		1					1	100
TOTAL	31	9	17	1	4	62	4	2	12	0	18	29

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

High School

Most of the activity in this partnership has occurred at the high school level. Activities are diverse, reflecting the needs and priorities of the local communities in which they originate. Partnership-sponsored activities include those reaching many students (e.g., Career Days/Job Fairs, guest speakers) as well as and more individualized career exploration/preparation activities such as job shadowing and internships, both paid and unpaid. At the time of the site visit, 118 internships were reported as completed, while 694 shadowing experiences were on record.

Some of the more unusual job shadowing/internship sites include the White Mountain Eye and Laser Clinic, where students "scrub up" and wear gowns to observe eye surgery, and the Ballard Truss Company, where students learn about all aspects of the truss industry from Computer Assisted Drafting to the actual construction of trusses. One student job shadowing participant said it was "Totally a good experience" and noted that her peers—who were not involved the past year—expressed interest in shadowing in the future.

A notable feature of several shadowing/internship programs is their to link community service. For example, a "Building Program" had students learning construction trades help to renovate the "Good Shepard Kitchen." Another effort involved students in fixing benches for a local chamber of commerce.

During the site visit, a Roundtable discussion took place featuring representatives from several participating schools/districts who described specific initiatives undertaken in their local communities. A partial list of these initiatives is as follows.

- At Mogollon High School, efforts are underway to create a comprehensive STW system building extensively upon existing VTE programs. The school has created a new policy, establishing a special class for all freshmen, which will incorporate job shadows. Plans are to assess all freshmen and sophomore students with respect to their career interests/aptitudes, and to meet individually with students and their parents to map out a four-year high school plan. Job shadowing experiences will be matched with student aptitudes. For older students, the school helps to develop and sponsor internships. During the FY 1996-97 school year, the school itself paid for four interns: two in grounds, and two in maintenance. Summer internships are also promoted. During the site visit, one summer intern and her employer were interviewed at a local branch office of a bank. Both the student and the employer were enthusiastic about the program. The school's goal is to establish internships for all juniors and seniors. A district representative indicated that the district is "toying" with the idea of granting credit for participating in an internship.

- At Show Low High School, one STW partnership features the local Fashion Bug retail clothing store and the high school's Family and Consumer Sciences (FACS) VTE program. The FACS teacher has been an intern in the store, and the store manager has been a speaker in FACS classes. Through the partnership, the FACS teacher began to align state-required VTE competencies with STW concepts. She cited, for example, one competency as "clothing repairs." To fulfill this competency, Fashion Bug now supplies the school with damaged merchandise for students to repair and sell in a school-based enterprise, named "Rethreads." In a related venture, students have designed a new clothes line which they have name "Cat Tracks" (after the local football team).

  FACS students also have worked in the Fashion Bug store creating, for example, visual displays of merchandise. The store manager cited one advantage of having students work there in terms of business created by parents who become patrons of the store, in order to see their children's work. In a small business, however, both the store manager and teacher cited time as a barrier.

- Alchesay High School on the Whiteriver Apache Reservation is conducting student surveys to determine career interests. Job shadowing experiences are being created, with 14 sites already in place to work with students. One site is the Hon-dah Casino which sponsored a one-day job shadowing event in May for Alchesay freshmen, during which about 50 students participated. The Hon-dah Casino also works with other area schools, as both a job shadowing site (primarily in the Culinary Arts field) and as a student *and* teacher intern site.

- The Northern Arizona Academy is a charter school, offering an alternative learning environment for students, including former dropouts and high-risk students. This year-round school features career assessments, pre-employment classes, 120-hour internships, and partnership agreements with Northland Pioneer College allowing students to enroll in NPC classes. Each of the 219 students enrolled participated in some kind of career exploration activity (e.g., all students are assessed; all select two to three careers to explore). Twenty-five students participated in an internship program. Student outcomes are aligned with SCANS skills. Staff monitor placements every other week.

Postsecondary Linkages

The regional partnership was based upon the existence of a Tech Prep consortia, so there are some 2+2 programs in place which link high school and postsecondary education. Furthermore, the YTP is designed to facilitate these linkages for the disabled population. However, beyond these modest efforts, there is nothing systemic in place to provide students with assistance in making a transition from high school to postsecondary education or training.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

Several partnership activities have focused on curriculum. The Curriculum and Marketing Coordinator for the partnership, either through the partnership or in collaboration with the state, developed three deliverables related to curriculum:

- *An Overview of the School To Work Continuum from Kindergarten through High School*, a publication which lists developmentally appropriate practices at different grade levels;

- *Curriculum Integration: A Concept/Process Approach*, a publication that defines and outlines elements of an integrated curriculum; and

- *School To Work...It's Elementary: Implementing School To Work in the Elementary Classroom*, a manual for teachers, with classroom activities.

All of these materials have been used to provide professional development to teachers in this partnership, and statewide, to assist them to implement STW concepts.

Other efforts to develop a more coherent STW system in Northland include the alignment of curriculum around ADE's *Career Pathways*. Three area high schools had adopted the Pathways at the time of the site visit; more schools were described as "coming on board." Curriculum alignment around the state's economic development strategy (i.e., the Governor's Strategic Partnership for Economic Development, or GSPED clusters) had not been pursued to date.

Professional Development Initiatives

The partnership has adopted a two-pronged approach to providing professional development in the region. First, community-based and regional workshops/training sessions are held. For example, a reported 70% of all schools were inserviced on STW in general. Other workshop topics included gender equity, curriculum integration, and Arizona's Occupational Information System (OIS). Training also was provided to teachers and counselors on the administration and interpretation of the General Aptitude Test Battery (GAT-B) and USES Interest Inventory. The latter training was provided by DES.

Second, the Curriculum and Marketing Coordinator "brokers" professional development services to each of the participating partners. She has developed a "menu of opportunities" which are customized to meet individual sites' needs, determined in conjunction with School Site Coordinators. In part, needs are determined through monthly School Site Coordinator meetings with the regional Curriculum and Marketing Coordinator. At these meetings, coordinators share and discuss strategies and collect information about "best practices."

Other Technical Assistance Activities

A major form of technical assistance has been provided to partnering schools and agencies within the partnership through the establishment of the regional employer Internet-based database, created and maintained by NPC. As noted, this database provides a complete inventory of active business partners —with contact names— who are willing to work with schools in implementing STW.

Goal 4: Community Involvement

A significant level of community involvement has resulted from the partnership's structure, which is based on ten school/community-based partnerships. As noted, each local partner has both business and education representation on the partnership's STW Advisory Committee. This governance structure assures that a majority of the major communities in Navajo and Apache Counties (excluding those on the Navajo Reservation) are involved in STW in some capacity.

Beyond participation in the partnership's governance, community members are involved in the partnership through presentations made by partnership staff and other outreach activities. Business involvement is significant. The partnership has identified 460 active business partners in the region.

Participation of other community members (e.g., community-based organizations and parents) is viewed as low, although some initiatives (e.g., Mogollon High School's intended inclusion of parents in student career planning) target specific constituents.

Goal 5: Public Awareness

In terms of public awareness activities occurring between January and June 1997, the Northland staff targeted:

150 Parents,
105 Teachers,
104 School Administrators,
531 Business/Industry representatives, and
550 General (i.e., mixed) audiences for a total of 1,440 constituents.

Additionally, partnership staff made 12 presentations and mass mailed information, and conducted radio and television advertising (reaching an estimated 120,000 people), and received publicity through eight newspaper articles (with circulation totaling some 15,000 people).

Spring 1997 public polling trend data indicate that awareness of the STW initiative in Northland rose among all key stakeholder groups from spring 1996. Groups polled included parents, employers, teachers and school administrators. Specifically, there were statistically significant gains in both awareness and support among parents, businesses, and teachers.

Goal 6: System Evaluation

Much of the evaluation in the partnership is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. At the local level, partnership staff work individually with partnering sites to develop site-based goals and monitor the student services provided at each site (i.e., through "Activity Reports").

Discussion

Partnership Assets

Evidenced by the database of 460 employers, employer support for the STW initiative appears to be a key asset for this partnership, and staff are to be commended for their efforts to recruit and solicit business participation. Additionally, the partnership appears to have done an excellent job of positioning itself as "customer-oriented," defining partnering schools/districts as their customers. Procedures for distributing and monitoring funds are well-documented and appear to be flexible to meet local needs. Staff collect and document partnership activities well. Communication between the director, curriculum and marketing coordinator and school site coordinators appears excellent. The use of a cadre of school site coordinators is a notable feature of the partnership, ensuring—to the degree possible—that there is local ownership and "buy-in" to STW. The regular meetings of the site-based coordinators with partnership staff are a good mechanism for sharing and reducing duplication of effort.

Partnership Challenges

As with other rural areas, a key challenge for this partnership may well be successfully integrating the state's economic and workforce development model—i.e., GSPED industry clusters— into partnership activities. There are no large private sector employers in the county, and those employers who are located in Navajo and Apache Counties are not affiliated with GSPED in any formal fashion. Moreover, the partnership's adoption and promotion of ADE's *Career Pathways* model precedes the state's adoption of GSPED clusters. GSPED clusters are closely, but not exactly, aligned with the *Career Pathways* model. To the extent that *Career Pathways* have local buy-in and ownership, and GSPED clusters do not, switching "paradigms" may prove to be a challenge.

Another challenge for the partnership is to strengthen the degree of interagency representation and collaboration toward building a northeastern Arizona STW/workforce development system. The partnership has made some strides in this direction, and needs to continue their efforts. A related issue concerns involving community-based organizations, parents and others in partnership activities. In particular, partnership staff identified increasing parent involvement in STW initiatives as a goal to be pursued.

Staff recognize the need for, and are pursuing, strategies to increase the involvement of elementary districts as active participants in STW. All formal partnering schools/districts are primarily focused on older students. A challenge is to continue the regional "roll-out" strategy and engage elementary districts more heavily in STW efforts.

Summary and Suggestions

The overall impression of the evaluator is that this is one of the stronger partnerships in the state system. The governance structure, policies and procedures are sound, and the partnership as a whole appears to be functioning well. Student-centered activities and accountability are in the forefront of the picture. School-based activities are customized to meet local needs, and an impressive number of business partners have been recruited to assist in implementing the work-based component of STW. Partnership staff appear responsive to the technical assistance needs of its customers, and have developed a system to meet these needs. The partnership has marketed STW well, as evidenced by polling results.

Some concern exists relative to the apparent breakdown of communication between key staff and the evaluator. Based on soliciting several perspectives of the situation, the impression is that "local politics" are playing a role in the continuing evolution of the partnership. As best as could be determined, these "politics" appear more to do with past history among key players than with substantive issues concerning STW operations. It is virtually a truism in program evaluation that tensions among key stakeholders can undermine the best of efforts. *If* there *are* substantive issues that are judged by the partnership's Advisory Committee and staff to be significantly impeding partnership progress, these issues should be aired and dealt with. If, on the other hand, issues are more personal in nature, the partnership is encouraged to maintain the consistency of vision that has distinguished it to date. As the old adage goes, "If it ain't broke, don't fix it."

Otherwise, the partnership may wish to consider the following suggestions.

- Strengthen efforts to align STW with GSPED cluster economic development groups. A possible starting point is to formalize and network programs based in the Hospitality industry in connection with the Tourism and Experience GSPED cluster.
- Recruit elementary districts as active participants in STW activities, including the governance structure. Consider the merits of earmarking some funds specifically as incentives for elementary participation.
- Consider an ad hoc committee of parents and/or Advisory Committee members to develop short and long-term strategies for parent involvement on STW activities.
- Continue to develop strategies for self-sustainability, especially those strategies that might involve partnering with other agencies and leveraging funds.

Phoenix STW Initiative

Region Served: Phoenix metropolitan area in central Maricopa County Site Visit: June 17, 1997

FY 1996-97 funding:	$503,000 (reduced to $314,620)
Total investment to date:	$314,620

School Profile

The Phoenix STW Initiative serves the Phoenix area in central Maricopa County. Ten elementary districts, a unified high school district, charter schools, a regional county district and Department of Youth Treatment and Rehabilitation schools are located within the partnership boundaries. The area is also served by several institutions of higher education, including several of the Maricopa County Community Colleges and Arizona State University.

Phoenix STW includes 130 schools enrolling more than 81,614 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Phoenix STW Initiative (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	52,661
Grades 7 through 8	11,797
Grades 9 through 12	14,496
Ungraded Elementary (K-8)	2,006
Ungraded Secondary (9-12)	654
TOTAL	**81,614**

*Note: Enrollment data reflect 122 schools for which data were available of the 130 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

This partnership was established in the 1996-97 fiscal year. It originated as an offshoot of the Western Maricopa Consortium (WMC), and was formed based on concerns that inner-city Phoenix was not sufficiently served by the WMC. First funded in November of 1996, the partnership began with an "acting director" and Phoenix College, one of the Maricopa County Community Colleges, as its fiscal agent.

By March 1997, no activity was visible on the part of the partnership. The acting director had attended state meetings, but a marketing coordinator had not been hired/appointed, nor had an evaluator. No programmatic expenses had been charged to the partnership, and no schools were involved. Therefore, a certified letter was sent to the fiscal agent by the state School To Work staff indicating that the partnership was out of compliance with their contract. In April 1997, a meeting was held between state staff and three members of the partnership's Executive Board.

Shortly after the April meeting, the Phoenix STW Initiative contract was amended and staff were hired including a full time director and a part-time evaluator. The state requirement for a marketing coordinator was removed from the contract. An administrative assistant had been working with the partnership and continued to do so. The director and evaluator are contractual consultants for the partnership, and maintain positions as staff of Northern Arizona University's Phoenix-based branch of the Institute for Future Work Force Development. Office space for the partnership is provided at the Institute's MetroTech location. Staff express a high degree of satisfaction with their working relationships.

According to partnership staff, one reason the partnership had not delivered any services was due to the Executive Board. The Board, a 22-member council comprising business people and educators, co-chaired by business representatives, reportedly wanted to "totally redesign activities" that had been submitted in the funded proposal. Originally conceptualized as a policy board, staff indicate that the Board does "get into procedures." Currently, all key staff report to the Board, which maintains oversight over the budget and activities of the partnership. The Board meets once per month.

Partnership staff are working to recruit other Phoenix-based groups and agencies toward developing a STW system. For example, staff have spoken with representatives of the City of Phoenix Human Resources Department and "Call-a-Teen" agency which specializes in services for out-of-school youth. Nevertheless, a full inventory of existing educational, training and retraining service providers has yet to be conducted.

Distribution and Monitoring of Funds

Because of the six-month delay in beginning partnership activities, the budget was reduced from the awarded $503,000 to $314,620. Budget cuts were negotiated in consultation with state staff. Unlike other partnerships, which typically distribute a portion of their funds to participating school districts, this partnership has not involved any schools and does not anticipate doing so prior to Fall 1997. Therefore, there is no established mechanism for distributing or monitoring funds other than standard billing procedures charged to the project by the fiscal agent. Staff describe this process as adequate for distributing and monitoring funds within the partnership.

Databases/Management Information Systems

No databases or management information systems are in place. However, there are plans for a "School Partner" directory. Questionnaires are being distributed to potential partners, and a database is planned to house the information.

Self-Sustainability

There is nothing in place that is considered sustainable without STW funding at this time.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A). The Phoenix Initiative was in a planning phase during the year and, therefore, did not report active schools. Schools within the service area are listed by type in Table 2.

Table 2
School Districts for the Phoenix STW Initiative

District/Service Provider	Total Number of Schools/Programs (by grade level*)				
	E/J	M/J	J/S	K-12	Total
Alhambra ESD	11				11
Balsz ESD	4				4
Creighton ESD	7				7
Isaac ESD	6	3			9
Madison ESD	7				7
Murphy ESD	4				4
Osborn ESD	4	1		1	6
Phoenix ESD	17	1			18
Phoenix UHSD			11		11
Roosevelt ESD	17			2	19
Wilson ESD	2				2
Charter Schools	12	2	10	4	28
Department of Youth Treatment and Rehabilitation				1	1
Maricopa County Regional District	1		1	1	3
TOTAL	92	7	22	9	130

*KEY:		
	E/J	= Elementary only or Elementary/Junior High Schools
	M/J	= Middle Schools or Junior High Schools only
	J/S	= Senior High Schools or Junior/Senior High Schools
	K-12	= Any combination of grades across multiple levels

Targeted Access for Special Populations

Since no schools or students are yet served by the partnership, there is nothing to report regarding activities targeting special populations.

STW Initiatives by Grade Level
(Elementary, Middle/Junior High School, High School, Postsecondary Linkages)

Since no schools or students are yet served by the partnership, there is nothing to report regarding activities targeting school populations. However, plans for the 1997-98 school year include establishing 40 school liaisons in Phoenix public schools, installing 40 Career Centers in participating schools, and conducting field trips to business/industry for students at 95 schools.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

No partnership activities are focused on curriculum or assessment at this time. However, staff have identified several curriculum and assessment initiatives occurring within the partnership that may be leveraged in the future. These include Phoenix Union High School District's (PUHSD) "home grown" version of the Arizona Department of Education *Career Pathways* curriculum model and its assessment of ninth graders. Regarding the latter, all PUHSD students in the first semester of ninth grade participate in a career interest assessment. Students are provided with the results of their assessment. District staff aggregate results and provide them to the counseling department. Currently, it is unclear how these results are used in individualized career planning by the students or counseling staff.

Professional Development Initiatives

Insofar as the Phoenix STW Initiative could not realistically serve students during the 1996-97 school year given the late start-up, the Executive Board and staff decided to devote most partnership activities in the time remaining on the contract toward training and preparing school personnel to implement STW beginning Fall 1997. To this end, four of 12 planned activities focus on professional development. These are:

- Inservicing potential STW liaisons, counselors and districts' curriculum development staff at an Integration of Academics Conference;
- Inservicing educators through a workshop entitled "Connecting K-12 Students to Careers and the World of Work";
- Conducting industry tours for educators to expose them to the competency requirements of various work sites; and
- Conducting a "Teacher Update Program" for the purpose of having 50 teachers participate in industry internships.

At the time of the site visit, the Integration of Academics Conference had taken place. No Phoenix teachers were involved. Partnership staff indicated that PUHSD had "backed out" of attending the conference, and influenced its feeder elementary districts to not attend as well. Staff attribute attendance difficulties to insufficient time to adequately work with school staff to recruit them and develop their interest in STW.

Plans for the remaining professional development activities were underway. As far as the "Teacher Update Program," 29 teachers were reportedly recruited for summer internships. PUHSD was paying for 12 of these internships, while STW had obligated funds to pay for 17. No internships had yet taken place, however.

Other Technical Assistance Activities

No other technical assistance activities had taken place at the time of the site visit. Plans were to work with state staff to identify core competencies related to state industry clusters defined by the Governor's Strategic Partnership for Economic Development, or GSPED.

Goal 4: Community Involvement

Some activity had been devoted to soliciting community involvement. Partnership staff reported contracts with approximately 25 businesses in the Phoenix metropolitan area, including larger corporations such as MicroAge, Sundt Corp., Motorola, Arizona Public Service and U.S. West Communications in addition to smaller firms (e.g., a computer business) and business associations (e.g., Phoenix Chamber of Commerce). Staff also were actively networking with the three other Maricopa County-based STW partnerships, and conducting other outreach activities. For example, they had a booth at a parent's open house at the Roosevelt School District where they spoke to parents and distributed STW literature. However, staff did indicate that there was, as yet, little active involvement by the parent community.

Goal 5: Public Awareness

As no marketing coordinator was ever hired by this partnership, little had been accomplished in terms of systematically generating public awareness of Phoenix's STW initiative. Partnership staff were distributing materials (as referenced above at a parent open house). However, no definitive list of outreach activities was available at the time of the site visit.

Goal 6: System Evaluation

All of the evaluation in the partnership is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. No local-level, customized evaluation plans are in place.

Discussion

Partnership Assets

The partnership's biggest asset is its location in central Maricopa County, and hence its access to the multiple businesses located in the Phoenix metropolitan area. Staff also indicate that their Executive Board is an asset. Staff express the sentiment that "belief in the system" is high among board members, who are actively committed to promoting systems development.

Partnership Challenges

Perhaps the key challenge for this partnership is to recoup from a six-month delay in gearing up to deliver services. According to staff, the "down time really hurt." Moreover, dialog between state staff and partnership representatives was strained during negotiations on the amended contract, leaving some "hard feelings" that remained to be smoothed over. Staff also indicated that there was a challenge to engage schools in the partnership, and elementary schools in particular. Since most of the partnership's schools are, in fact, elementary district schools, this is a challenge of considerable scope.

Summary and Suggestions

This partnership clearly has a troubled history. Because of significant delays, and renegotiations, little of significance toward implementing STW activities has yet taken place. However, key staff are attempting to "regroup" and have made progress toward accomplishing the goals set out for the partnership for the remainder of the contract period. Apart from administrative functions, such as establishing an office, distributing materials, and complying with requests for information, most progress has been made in the area of professional development for staff.

Suggestions for the partnership are to move quickly during the upcoming months to "sign up" as many school-based STW liaisons as possible in preparation for delivering student services in Fall 1997. Additionally, staff must continue to work with the Executive Board to redefine the partnership's activities for the next fiscal year. This includes determining and documenting how funds will be used to recruit and support schools' participation in STW activities. Barring evidence of student involvement and participation in career awareness, exploration and preparation, little can be said about the partnership's success-to-date toward implementing STW.

Pima & Santa Cruz Counties STW Partnership

Region Served: Pima and Santa Cruz Counties Site Visit: May 20, 1997

FY 1995-96 funding:	$ 584,827
FY 1996-97 funding:	$ 661,424
Total investment to date:	$1,246,251

School Profile

The Pima & Santa Cruz Counties School To Work (STW) Partnership serves south central portions of Arizona including the Tucson metropolitan area. Twenty-five districts or educational entities are represented within the partnership boundaries including elementary districts, unified high school districts, unified districts, charter schools, an accommodation district and Department of Youth Treatment and Rehabilitation (DYTR) schools. The area is also served by several institutions of higher education including Pima Community College and the University of Arizona.

The partnership region includes 249 schools enrolling more than 134,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Pima & Santa Cruz County School to Work (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	76,665
Grades 7 through 8	20,708
Grades 9 through 12	35,955
Ungraded Elementary (K-8)	383
Ungraded Secondary (9-12)	719
TOTAL	134,430

*Note: Enrollment data reflect 243 schools for which data were available of the 249 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership has a full time director, marketing coordinator, evaluator and administrative assistant. Staffing has remained stable throughout FY 1996-97. Other than a brief period during FY 1995-96 when the partnership was first established and led by an interim director, all staff members have been with the partnership since its inception. Staff describe their working relationships as "highly satisfactory."

The partnership is governed by a 21-member Governing Board that includes businesses, educators and government representatives. Plans were to add a student to round out the board composition. The board meets once each month and is described as the "absolute arbiter of policy." The board has defined the mission and vision of the partnership, approves mini-grants, and otherwise provides oversight of all partnership activities. There is one standing committee, the Nominating Committee. A Finance Committee is planned. Other committees are convened on an ad hoc basis (e.g., to oversee evaluation). The board maintains guidelines for attendance and participation of its members. A maximum of three absences are prescribed before the board member is replaced.

Tucson Unified School District (TUSD) is the current fiscal agent for the partnership. At the time of the site visit, TUSD was described as "restrictive." However, the partnership is exploring the possibility of transitioning to a 501(c)(3) nonprofit status. The plan was to recruit an interim fiscal agent and appoint a new fiscal agent—one with "positive baggage"— by Labor Day.

Towards growing the partnership, many relationships have been established with other agencies. The Pima Private Industry Council through their summer youth program, Pledge-a-Job, works with partnership staff to import career awareness into their summer program. STW staff assist in lining up mentors for youth to work with the students, and provides some venture capital for career awareness activities. The Acosta Job Corps Center, originally perceived as a competitor, has adopted a STW model. The STW partnership director provides training (e.g., on curriculum integration) for Job Corps staff and a Job Corps member sits on the STW mini-grant review team.

Relationships are also in place with Pima County Adult Education, Pima Community College, JTPA, Junior Achievement and other agencies and programs, including Tech Prep and a registered apprenticeship program offered by WACA. However, insofar as many of the relationships are predicated on the availability of STW funds, the director reserved judgment as to whether these relationships could be maintained on a long-term basis without funding.

Distribution and Monitoring of Funds

Partnership staff indicate that they have a "highly effective" system of distributing and monitoring funds. The majority of funds are allocated to participating schools and businesses using a competitive mini-grant process. The process has been structured and refined over the past two years. Criteria for mini-grants include both school and business involvement, "dollar-for-dollar" matching funds, evaluation measures, and a commitment to making the project self-sustainable. All mini-grant proposals are scored by external reviewers, who recommend to the board which projects should be awarded funds.

A goal of the mini-grant process is to distribute STW funds throughout the partnership to a representative sample of partnering schools and businesses (i.e., ones that cross demographic lines). Staff believe that such representation has been accomplished and that projects "mirror the community." At the time of the site visit, there were 42 mini-grant projects funded in three rounds of mini-grant competition, the first 15 of which were completed. According to staff who conducted follow-up visits, "nothing has gone away."

Project monitoring is conducted monthly by the evaluator for "up and running" projects. After projects are completed, there are three and six month follow-up visits, as well as "periodic" monitoring. The follow-up visits are designed to see whether "quality has been maintained."

To date, projects have included those that serve students at all grade levels, projects targeting special populations, projects designed to customize curriculum to a specific area (e.g., optics), and teacher training/internship projects. An estimated 5000 students have benefitted from the projects to date. A documented 79 work sites were created, and more than 40 teachers in one project alone were receiving training on implementing a STW curriculum (i.e., the Mars City curriculum in conjunction with the Pima Air and Space Museum and the Biosphere).

Databases/Management Information Systems

No management information system is in place, although there are "pieces" of a system. For example, the partnership compiled a directory (both hard copy and on computer) of all schools and business partnership projects within the partnership's region. The partnership also links with the Employer Job Bank, maintained by Pima Community Services in conjunction with the Pledge-a-Job program. Finally, the partnership has created and maintains several databases to assist in project monitoring and on-going documentation. Additionally, the partnership has provided STW seed money to Amphitheater High School. This school is seeking to implement an "exit project" and establish a database whereby students would be tracked beyond high school.

Self-Sustainability

The partnership is pursuing several avenues to become self-sustainable. Staff are investigating the idea of becoming a 501(c)(3) nonprofit agency. Relationships are being pursued with other agencies who have more stable and guaranteed long-term funding. With respect to these agencies, short-term goals include the leveraging of funds; long-term, the goal is to infuse STW concepts and methods into the existing programs. Finally, there is notable emphasis on mini-grantees' ability to become self-sustainable beyond their STW funding. As described above, funding criteria and follow-up procedures are both designed to assist mini-grantees institutionalize STW as a result of the STW seed money.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership and which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A).

The Pima and Santa Cruz Counties STW partnership reported that 20% of all public schools were "active" participants as of June 1997. Thirty-four percent of all high schools or combination junior/senior high schools were active, followed by 18 percent of the elementary or elementary/junior high schools. Finally, 15 percent of junior high/middle schools were active. "Active" schools are summarized in Table 2.

Table 2

"Active" School Participation for the Pima & Santa Cruz County School to Work

District/Service Provider	Total Number of Schools/Programs (by grade level*)						"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Not Defined	Total	E/J	M/J	J/S	K-12	# Total	% Total
Ajo USD			1	1		2					0	0
Altar Valley USD	2	1				3					0	0
Amphitheater USD	12	3	3	1		19	2	1	3		6	32
Catalina Foothills USD	4	2	1			7					0	0
Continental ESD	1					1	1				1	100
Empire ESD					1	1					0	0
Flowing Wells USD	6	1	3			10			1		1	10
Indian Oasis USD	2	1	1			4					0	0
Marana USD	10	2	2		1	15	3	1	1		5	33
Nogales USD	6	4	3			13	1				1	8
Patagonia ESD	1	1				2	1				1	50
Patagonia UHD			1			1					0	0
Redington ESD					1	1					0	0
Sahuarita USD	2	1	1			4	2	1	1		4	100
San Fernando ESD	1					1					0	0
Santa Cruz ESD	1					1	1				1	100
Santa Cruz Valley USD	2	1	1			4	2	1	1		4	100
Sonoita ESD	1					1	1				1	100
SunnysideUSD	12	3	3	1		19	2		1		3	16
Tanque Verde USD	2	1				3					0	0
Tucson USD	75	21	16	2		114	10	2	6		18	16
Vail ESD	2	1				3	2	1			3	100
Charter Schools	4		10	1		15					0	0
DYTR			1			1			1		1	100
Pima Accommodation District	1		2	1		4					0	0
TOTAL	147	43	49	7	3	249	28	7	15	0	50	20

*KEY: E/J = Elementary only or Elementary/Junior High Schools M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools K-12= Any combination of grades across multiple levels

Targeted Access for Special Populations

Several of the partnership's mini-grants provide targeted access for special populations. For example, School To Work funds are used to support an apprenticeship program offered by the Department of Juvenile Corrections. In partnership with a builders' alliance, between 10 to 25 young men may participate in a program which combines academic instruction with an apprenticeship in a building trade (e.g., electrician; mason). At the time of the site visit, 13 young men from an original group of 25 were completing the program.

In another project, jointly funded by the regional Tech Prep consortium, educable mentally retarded young men and women have the opportunity to receive prevocational training and work experience at one of three sites: a car sales lot, a retirement community, and a plant nursery. During FY 196-97, four work groups were operational. Funded in an early round of mini-grants, the Tucson Indian Center project successfully resulted in several activities benefitting Native American children. Community partnerships were established, teachers were trained with a focus on Indian children, and preliminary planning was instituted to open a Charter School with a STW focus for Indian children.

In sum, a number of STW initiatives in the Pima & Santa Cruz Counties STW Partnership provide access for special populations to participate in School To Work opportunities.

STW Initiatives by Grade Level

Elementary

Several of the mini-grant projects have sponsored or are sponsoring STW activities for younger students. For example, the Scobee I and II project provides teacher training in an applied curriculum and classroom instruction to 10 elementary classrooms. Students also participate in career awareness activities conducted in collaboration with the Pima Air and Space Museum and the Biosphere.

At Thornydale Elementary school, three sixth grade classes each "own and operate" a school-based enterprise. A food concession, after-school games, and "museum" are run by the students. Students learn how to apply math, language arts, and other skills in running their businesses, which combine instruction in "all aspects of the industry" from Chief Executive Officer to security. As a result of STW seed money, these student-based enterprises have earned sufficient profits to enable these low-income students to participate in more than 14 field trips to area businesses and cultural attractions, designed to further enhance their career awareness and exploration.

Middle/Junior High School

As for elementary students, mini-grant activities also target students in the middle grades. For example, middle school (and elementary) students in the Sunnyside Unified School District participate in a summer Math/Science Academy. Also, the Tucson Pima Arts Council sponsored an after-school program which combined academic instruction with hands-on work experience in language arts, animation, graphics and video production. Students from 11 different middle schools participated. Students were provided bus passes so that they could travel to and from the site each day from Monday through Thursday for two hours each day. One project, "Start a Political Party," complete with materials such as campaign slogans and bumper stickers, was one of 25 national winners of a CNN-sponsored competition.

High School

A number of mini-grants focus on students at the high school levels. One notable project, which has received a great deal of publicity, is the "Academy Without Walls." The Academy Without Walls is operational on five high school campuses. According to an informational flyer on the program, the academy provides a curriculum which reflects both academic and industry-driven concerns. Instruction focuses on careers in high tech fields with transferable skills appropriate for jobs in aeronautics, teleservices, and software. A goal is to have students establish a career track from high school to Pima Community College in one of these three fields.

Another example of a high school activity is the Amphitheater Extension Program which allows young people to participate in corporate field visits during the school's intersession. Finally, a project dealing with JTPA-eligible young adults is provided by Pima Community College's Center for Training and Development (CTD). This project operates a model office to provide hands-on instruction and work-based experience for young people in a business environment. The goal is to have 40 student externships. At the time of the site visit, 23 of these externships were filled. Plans were for STW funding to extend this model instructional and work-based training program to Santa Cruz County through the CTD.

Postsecondary Linkages

As noted in several of the project descriptions above, there are several linkages among programs serving older students and postsecondary education-especially, Pima Community College. Moreover, the partnership is working with the University of Arizona on several projects. Faculty from the university are involved in a Governor's Strategic Partnership for Economic Development (i.e., GSPED) pilot project dealing with the Optics industry. The project is attempting to develop a curriculum for students K-16 in Optics, with the consultation of faculty advisors. Additionally, the partnership director is engaged in conversations with the Dean of the College of Education to establish criteria for teacher preservice and award inservice credit for teachers who participate in STW-related workshops.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

One aspect pertaining to curriculum/assessment initiatives is that the STW partnership director is on the curriculum team of TUSD. Beyond this opportunity for collaboration, several of the partnership's mini-grants, especially in the early rounds of funding, allowed for participating schools and businesses to develop or adapt curriculum materials. The most notable example of a curriculum initiative is the state-subsidized GSPED Optics pilot project. The project is attempting to bring together educators representing the K-16 spectrum with business representatives of the Optics cluster to conceptualize and develop a curriculum that would prepare young people for careers in the Optics industry. Technical assistance for the project is being provided by WestEd, a California-based firm. At the time of the site visit, this initiative was only recently underway.

Regarding the Arizona Department of Education's *Career Pathways* curriculum model, partnership staff note that they are seeing some schools working with the *Career Pathways* concept. However, staff also note that *Career Pathways* appear in some ways to be "at cross-purposes with [GSPED] clusters." Until staff feel comfortable with how GSPED and *Career Pathways* curriculum models fit with one another, they are not actively promoting *Career Pathways*, nor any other curriculum models, but rather allow mini-grantees to self-define their curricular needs.

Professional Development Initiatives

Partnership staff, and the director in particular, directly provide some training to teachers and interagency staff. The partnership also funds teacher training within the scope of work of several mini-grants (e.g., 40 teachers in the Scobee I and II project), and has sponsored several state-provided professional development workshops. Beyond these activities, the partnership seeks to leverage professional development opportunities.

For example, in partnership with Tech Prep, a teacher internship summer program was being developed. Twenty teachers were already signed up to participate; the partnership is targeting 40-45 placements. Tech Prep and STW are jointly funding the program. Other summer teacher internships are being developed within the Optics cluster. Regarding teacher internships, at least in two participating districts (TUSD and Sunnyside), teachers have a choice of either being paid or receiving a salary increase on their district's grade scale.

One internal mechanism to support professional development, and identify and meet the needs of mini-grantees, are monthly meetings held with the partnership director and staff. In addition to sharing "what works," mini-grant recipients are encouraged to identify "road blocks" and share in brainstorming solutions to apparent barriers.

Other Technical Assistance Activities

According to partnership staff, there is a "menu" approach to technical assistance, especially for mini-grantees. The partnership is described as having a brokering function to connect people with services and/or provide modest financial support for activities that support STW goals.

Goal 4: Community Involvement

Partnership staff report that efforts to involve the business/employer community have been relatively successful. The employer community was described as "good as gold." Both small and larger businesses representing a diversity of establishments are participating in the partnership as board members, student mentors, job shadowing sites, and other work-based placement sites. While mini-grants have generated some 70 work sites, staff indicate that "probably another couple dozen work sites" can be attributed to an on-going partnership with a Metropolitan Education Commission project (MEC) which matches students with businesses to provide job rotations and shadowing experiences. Business involvement has also been solicited through the Tucson Chamber of Commerce, and is achieved in partnership with Junior Achievement. The partnership director attributes much of the willingness of businesses to become involved with STW to a good economic climate. Participation by community-based organizations also is reportedly good.

While business involvement is considered highly satisfactory, parent involvement is cited as an area in need of improvement. Staff report that they have yet to develop a systematic approach for parents. Contributing problems are that parental participation in area schools is low, and that there is a high proportion of low-income parents who, for example, do not read.

Goal 5: Public Awareness

In terms of public awareness activities occurring between January and June, 1997, the Pima & Santa Cruz Counties STW Partnership staff targeted:

296 Students,
202 Parents,
57 Teachers,
706 Counselors,
84 School Administrators,
113 Business/Industry representatives, and
23,900 General (i.e., mixed) audiences for a total of 25,398 constituents.

Partnership staff made some 34 presentations, conducted seven mass mailings, and received publicity through two televised events, six newspaper articles, and one magazine article with viewing and circulation totaling 236,3000 people.

Spring 1997 public polling trend data indicate that awareness of the STW initiative in Pima and Santa Cruz Counties rose among all key stakeholder groups from spring 1996. Groups polled included parents, employers, teachers and school administrators. Specifically, there were statistically significant gains in awareness among businesses. Moreover, support for the STW initiative rose during the year among all constituent groups in Pima and Santa Cruz Counties. Statistically significant gains in support are noted among parents, businesses, and teachers.

Goal 6: System Evaluation

Much of the evaluation in the partnership is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. At the local level, partnership staff individually monitor mini-grant sites and conduct regular follow-up studies. Monthly evaluation narrative reports are provided by the partnership evaluator to local and state staff which are used to monitor the partnership's progress in meeting its objectives and provide on-going feedback for systems improvement.

Discussion

Partnership Assets

This partnership has many assets including a stable, dedicated staff, strong governance structure, well-designed and executed mechanism for distributing and monitoring funds, and location in one of the state's two major metropolitan areas. This location provides diverse and significant opportunities for business involvement. With respect to the state's strategy for linking School To Work activities with GSPED, Tucson is the hub of the Optics cluster, which has become allied with the regional STW partnership.

The partnership's emphasis on funding projects that demonstrate a capacity to become self-sustainable is a key strategy, as is the attempt to link with existing programs and agencies. The cross-section of projects funded through the mini-grant process appears to have contributed to a relatively strong degree of support for STW within the partnership, evidenced by polling data. The partnership has among the best, if not the best formative evaluation systems in place in the state insofar as providing on-going and continuous written documentation of partnership accomplishments.

Partnership Challenges

There are several challenges facing this partnership. One has to do with the sheer magnitude of the partnership. With more than two hundred schools comprising the partnership's "customer list," fulfilling the School To Work Opportunities Act intent to serve *all* students is an on-going challenge. Mini-grants provide a good mechanism for enlisting schools to participate in building a School To Work system. However, since funding is competitive, not all schools are involved or equally involved in meaningful ways. The funding strategy appears to be the only reasonable means for distributing funds in this two-county region; yet, it is difficult to glean the overall strategy and coherence underlying the resulting mix of school/business STW activities toward building a regional STW system.

Other challenges identified by partnership staff pertain to transportation and parent involvement. Through feedback from participating partners, transporting students to work sites is a major challenge. Often, school districts do not provide transportation for students, so creating alternative means for getting students to shadowing or work-based experience sites is an on-going struggle. And, as mentioned earlier under the heading of Community Involvement, partnership staff say they lack a systematic approach for reaching and involving parents.

A final challenge, although premature to judge at the time of the site visit, is to meaningfully engage educators and employers alike in STW activities related to GSPED. Although the Optics pilot is in its infancy, it was clear at the time of the site visit that educators are not at all familiar with GSPED or its relevance to economic development, and that employers in GSPED are not readily able to translate their workforce requirements into a K-16 curriculum framework.

Summary and Suggestions

Overall, this partnership appears to be functioning well and efficiently. Staff understand their roles and responsibilities as well as the magnitude of the task at hand. Barring additional staff to "cover the territory," partnership staff are doing as well as can be expected.

However, based on the challenges noted, it may prove beneficial for partnership staff to more clearly articulate their regional "roll-out" strategy. While system-building efforts may be understood clearly within the partnership, outsiders might be able to more accurately understand these efforts with a simple overview of how the diverse mixture of mini-grantees promotes systems-building. If not critical to long-range strategic planning, such an exercise may prove useful as a communications tool with other partnerships as well as with state and national STW staff and others.

Additionally, staff should continue to explore means to engage parents more meaningfully within the partnership. While staff are connecting with numerous organizations within the region, additional targeted efforts may be warranted with groups such as PTOs/PTAs. If not already considered, staff may wish to explore existing parent involvement initiatives in the schools and determine whether there are ways to incorporate STW in them.

As for other potential barriers to implementing STW (e.g., transportation; GSPED awareness/support), partnership staff are doing what appears to be a good job of brokering solutions with their regional partners. In addition to developing these customized solutions on an ad hoc basis, staff are encouraged to document problems as they arise, supporting such documentation with numbers when possible (e.g., how many students can not be placed due to transportation difficulties). Staff are encouraged to forward such documentation to state staff and/or introduce these issues as agenda items for monthly partnership meetings. To the extent that such problems are shared, they are important to introduce at the state level.

Finally, although the partnership's formative evaluation is superb, preliminary observation suggests that the partnership could benefit from a summative reporting of the results of its mini-grantees. Even a one-page summary of the project, with whatever results were obtained (based on the evaluation criteria proposed in the request for funding) would be of value at both the local and state levels. Particularly since the mini-grants fund a diverse range of projects, knowing "what works"—based on evidence of success—would be invaluable.

Pinal County STW Partnership

Region Served: Pinal County Site Visit: May 21, 1997

FY 1995-96 funding:	planning phase: unfunded
FY 1996-97 funding:	$ 359,462
Total investment to date:	$ 359,462

School Profile

The Pinal County STW Partnership serves a largely rural area in southern Arizona. It is bounded on four sides by Maricopa, Gila, Graham and Pima counties and includes parts of the Papago and Gila River Indian Reservations. Casa Grande is the largest city in the county. Children in 11 elementary, six unified, two high school districts, special programs, and charter schools are within the partnership boundaries.

More than 21,000 students in grades pre-kindergarten through 12 attended school in Pinal County during the 1996-97 school year as shown in Table 1.

Table 1

Total Student Enrollment for the Pinal County STW Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	12,407
Grades 7 through 8	3,512
Grades 9 through 12	5,329
Ungraded Elementary (K-8)	108
Ungraded Secondary (9-12)	27
TOTAL	**21,383**

*Note: Enrollment data reflect 52 schools for which data were available of the 58 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

This partnership has a unique history insofar as it was the only county partnership to *not* be funded in Arizona's first year of STW funding. This was because the partnership's application for funding was not received by the State Procurement office in time for consideration. Nevertheless, the county did have a plan to implement STW activities in concert with their overall county educational improvement plan, developed under the leadership of the Pinal County School Office.

To the county's credit, in spite of not having state STW funds, a Pinal County STW "point-of-contact" attended statewide meetings and participated in capacity building during FY 1995-96. However, during this time frame, the point-of-contact changed several times. The STW partnership was planned originally under the auspices of Central Arizona College, the county's two-year community college. From there, administrative oversight moved to the Pinal County School Office. For FY 1996-97, the Pinal County School Office was the fiscal agent for the partnership. Since the site visit, the Coolidge Unified School District has assumed the role of fiscal agent.

As designed, the governance structure for the Pinal County STW Partnership specified a 15-member Council. At the time of the site visit, 11 Council positions were occupied. Of the four open positions, partnership staff were recruiting two business representatives, one parent, and one student.

According to the director and the Assistant County Superintendent (then fiscal agent), the role and members of the Council have evolved over time. During an unfunded planning phase in 1995-96, a Steering Committee was in place that made many of the operational decisions affecting the partnership. With the appointment of an executive director, the Council has moved into a more advisory role. The Council meets quarterly and provides oversight of the county's STW partnership in addition to having responsibility for reviewing and enacting policy.

Partnership staff include a full time director and "School On Site" (S.O.S.) coordinator, part-time administrative assistant, and a marketing coordinator and evaluator on contract. Staff do not share a common facility. The S.O.S. coordinator occupied an office on the campus of the county's alternative school—the Villa Oasis Interscholastic Center for Education. The marketing coordinator is based in the Phoenix metropolitan area, and the evaluator is from the WestEd organization, housed in California. Although communication was described as "regular," distance among key staff was cited as a barrier and director expressed some concern with the services of the marketing coordinator and evaluator as a result of their not being in the community. At the time of the site visit, there had been no staff turnover. [Since the visit, the S.O.S. coordinator resigned and the evaluator and marketing coordinator were replaced.]

Also at the time of the site visit, the partnership had yet to establish functional and productive working relationships with county agencies. Few existing educational, training and retraining service providers had been identified and, hence, were not involved in efforts to coordinate planning and implement services.

Distribution and Monitoring of Funds

The partnership adopted a two-pronged strategy for distributing its STW funds. First, a STW implementation strategy was designed, specifying component elements of a STW system. The overarching strategy indicated that each participating school would have a "School on Site," through which STW services would be delivered or brokered. Component services were specified for the K-6 grade levels, 7-8 grade levels, and high school levels. A portion of the county's STW budget was allocated to the delivery of these services, at the county level. For example, the STW budget paid for the S.O.S. coordinator, the development and implementation of "Career Modules" for select students, and some training for high school students at work sites.

Second, the partnership had just implemented a "mini-grant" competition. Thus, the remainder of STW funds were being allocated to specific schools in the county to implement specific projects. The Council approved the mini-grants to be awarded funds, subsequent to a review process whereby all applications for funding were evaluated by external readers.

At the time of the site visit, staff indicated that the means for distributing funds should be reviewed. In particular, there appeared to be several issues concerning the expenditure of STW funds for the "fixed" components specified by the county's STW plan. And, while staff expressed satisfaction with the mini-grant process, they acknowledged that the process was "too new to gauge its effectiveness." Staff did suggest that those who received mini-grants needed to be monitored, but indicated that a formal monitoring system was not yet in place.

Databases/Management Information Systems

No management information system is currently in place. No partnership databases have been established.

Self-Sustainability

There are isolated instances of STW elements which could, conceivably, be self-sustaining independent of financial support from the partnership. These include the county's S.O.S. model and Tech Prep. Partnership staff acknowledged the need to pursue the issue of self-sustainability.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, each partnership identified the "active" schools within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A).

Pinal reported that 30 percent of its public schools were "active" participants as of June 1997. Of these, seven of 12 (58%) public high schools are represented, five of eight (63%) of all middle/junior high schools are represented, and five of 34 (15%) of the elementary schools are represented. These figures include one active charter school, which represents 25% of the charter schools located in the region. "Active" schools are summarized in Table 2 on the following page.

Targeted Access for Special Populations

At the time of the site visit, no targeted strategies were being implemented by the partnership to serve special populations. However, the partnership was in the process of implementing a fairly comprehensive professional development program which included teachers of special populations including those at alternative schools and those serving gifted and talented children. (See also the discussion of "Career Modules" in the next section: STW Initiatives by Grade Level: Elementary.)

STW Initiatives by Grade Level

Elementary

The cornerstone activity for elementary students in Pinal County is the delivery of "Career Modules" in the classrooms. Originally developed for use with middle/junior high school students, "Career Modules" were being pilot tested with students in grades five and six at four schools in the following districts: Casa Grande, Mammoth/San Manuel, Ray and Toltec. The long-range plan is to a roll-out "Career Modules" in all elementary grade levels in all schools.

Table 2

"Active" School Participation for the Pinal County STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Casa Grande ESD	8	1			9		1			1	11
Casa Grande UHSD			3		3			3		3	100
Coolidge USD	3	1	2		6		1	1		2	33
Eloy ESD	3	1			4					0	0
Florence USD	1	1	1		3					0	0
JO Combs ESD	1				1					0	0
Mammoth/San Manuel USD	3	1	1		5	1	1	1		3	60
Maricopa Unified	1	1	1		3		1	1		2	67
Mary O'Brien ESD	1			1	2					0	0
Mobile ESD	1				1					0	0
Oracle ESD	2				2					0	0
Picacho ESD	1				1					0	0
Ray USD	2		1		3	1		1		2	67
Red Rock ESD	1				1	1				1	100
Sacaton ESD	2				2	1				1	50
Santa Cruz Valley UHS			1		1					0	0
Stanfield ESD	1				1					0	0
Superior USD	1	1	1		3					0	0
Toltec ESD	1				1	1				1	100
Charter Schools	1	1	1	1	4		1			1	25
Pinal Special Ed. Programs				2	2					0	0
TOTAL	34	8	12	4	58	5	5	7	0	17	29

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

STW Initiatives by Grade Level: Elementary— *continued*

"Career Modules" originated out of the County School offices in partnership with USA Today as part of the S.O.S. initiative (which predates STW). The "Career Modules" explore a variety of careers and contain hands-on activities and assessment exercises. Intended as a year-long program, the "culminating activity" for sixth graders was to attend a community Rotary meeting. Notably, activities within the modules are customized at four levels and have an ESL component as well as a gifted and talented component.

Middle/Junior High School

The classroom delivery of "Career Modules" forms the basis for implementing STW at the junior high level. At the time of the site visit, *all* students in grades seven and eight had received at least some instruction, and participated in some activities, using these modules. According to the Assistant Superintendent of County Schools, the STW partnership was able to "hit the ground running, because people and products were in place."

High School

For high school students, STW activities were conceptualized as consisting of an academic component (including preparation for a high school diploma or GED) supplemented by career preparation options including: Tech Prep, job training and placement through the Jobs for America's Graduates (JAG) program, career development and internships, and on-site training provided by businesses. To coordinate these services, the Pinal County School Office designated a S.O.S. coordinator (paid 100% using STW funds). The coordinator reported that he was working in nine high schools of which four were described as "up and running" meaning at least some services were being provided to a portion of the student body. Staff indicated that the integration of Tech Prep and GED preparation into the comprehensive S.O.S. model needed to be pursued further. The JAG component, originally budgeted as a subcontracted element of STW implementation in Pinal County, was not funded by the state, and therefore was a "planned component."

As for the career development and internship component, this was described as a "mini cooperative education" program. Efforts were underway to develop coop experiences for students in the communities of Maricopa and Casa Grande, as well as for students enrolled in VOICE, the county's alternative school. Each of these schools had one classroom, with a certified teacher, teaching career skills and working to develop internships directly with businesses. Internships were planned for summer and fall of 1997. At the time of the site visit, there were 15 students participating in Maricopa's classroom program and nine in Casa Grande. The number of students participating at VOICE was not provided.

The on-site training component was designed such that the STW partnership would pay for the costs of student training, or retraining, provided by businesses. STW personnel were committed to providing the resources and brokering services. The S.O.S. coordinator had made preliminary contacts with 40 businesses countywide. The response was modest; however, at least one student was receiving specialized training related to cooling towers. The S.O.S. coordinator expressed optimism that additional training opportunities were soon to be realized.

Postsecondary Linkages

No formal mechanisms are in place to facilitate high school students' transition from high school to postsecondary education or work. However, the STW partnership indicated some articulation between its programs and Central Arizona College. Staff cited programs in the Hospitality industry and Child Care as areas of collaboration.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

The "Career Modules" referred to earlier in this report form the core of the partnership's STW curriculum to date. As noted earlier, materials were developed in conjunction with educational specialists from USA Today. As far as the adoption of ADE's *Career Pathways* curriculum model, partnership staff indicated a low level of implementing the Pathways. There was no evidence of curriculum development taking into account the state's economic development initiative (i.e., the Governor's Strategic Partnership for Economic Development, or GSPED), or using the ADE's K-12 *Workplace Skills*.

Professional Development Initiatives

The partnership had implemented a widespread professional development component in conjunction with its "Career Modules." Prior to implementing "Career Modules" in the classroom, teachers are trained in the use of the modules through a one-day intensive inservice. Inservice is conducted at the school site.

In order to deliver the training, the Pinal County School Office developed what it calls the "Teacher Support Cadre." The Cadre is composed of qualified substitute teachers or other certified personnel who relieve classroom teachers for the day of the inservice. The Cadre members are trained to implement a full day of activities using the "Career Modules." Children are exposed to careers at the same time that their teachers are being trained to incorporate career activities into the curriculum. Teachers are provided with a complete set of materials needed to implement the year-long program, as well as assessment techniques and instruments. The county school office has developed a Resource Center to address the continuing needs of the classroom teachers.

At the time of the site visit, all teachers of grades seven and eight had been trained, as well as a select core of others (e.g., elementary teachers involved in the pilot testing of the "Career Modules" in grades five and six). Additionally, training included the staff of all alternative schools and programs and detention center staff.

Other Technical Assistance Activities

At the time of the site visit, no other technical assistance activities were offered through the STW partnership. In part, this is because most technical assistance is coordinated through the Pinal County Schools Office.

Goal 4: Community Involvement

Other agencies' involvement with the regional STW initiative was reportedly minimal. Business involvement was described as modest. At least one local plant manager was involved in reviewing some curriculum to determine its "fit" into his company training, and when County School staff developed "STW Standards" they reportedly "ran it by" businesses. Additionally, businesses are represented on the regional Council; however, two business vacancies on the Council remained to be filled. The participation of community-based organizations, parents, and the public-at-large in STW activities was described as limited.

Goal 5: Public Awareness

In terms of public awareness activities occurring between January and June, 1997, the Pinal staff targeted:

42 School Administrators,
36 Business/Industry representatives, and
100 General (i.e., mixed) audiences for a total of 178 constituents.

Partnership staff made seven presentations and received publicity through four newspaper articles with circulation totaling 10,000 people.

Spring 1997 public polling trend data indicate that awareness of the STW initiative in Pinal County rose among all key stakeholder groups from spring 1996. Groups polled included parents, employers, teachers and school administrators. However, with increased awareness has come either no gain or a loss of support for STW among parents, businesses, and teachers. Specifically, there were statistically significant losses in support among parents.

Goal 6: System Evaluation

Much of the evaluation in the partnership is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. At the local level, a customized evaluation plan had been developed but not yet approved by the Council. No customized evaluation activities, specific to the partnership, were yet in place.

Discussion

Partnership Assets

One aspect of the partnership that appears to be an asset is its "Career Modules" for students in grade 5-8, and the associated model for training teachers to implement the modules in their classrooms. While the modules and Teacher Support Cadre predate STW implementation, the partnership was able to capitalize and expand upon them to the mutual benefit of their teacher and student population.

Partnership Challenges

The partnership faces a major challenge in pursuing its systems-building emphasis. A somewhat troubled history of establishing, administering, and staffing the partnership appears to have hindered system-building efforts, including the development or mutually beneficial relationships among potential partners. Given relatively low levels of collaboration reported among agency partners and the business community, the partnership has a long way to go before it can be considered a system. Part of the challenge is to develop the means by which to address the needs of the region's two Native American reservations.

A related challenge appears to be how to best strategically allocate STW funds. The impression of the site visit was of a "mixed bag" of activities. Although these activities were conceptually linked (via a graphic depiction of their relationship), there did not appear to be a consensus around the service delivery model to sustain it over time and, hence, preserve the rationale for how funds are distributed.

Like many of its rural peers, perhaps the partnership's greatest challenge is to coordinate services between distant and sparsely populated areas. Part of the challenge is to integrate the state's economic and workforce development model—i.e., GSPED industry clusters—into partnership activities. A related challenge is to provide paid work-based experiences for young people, and "high wage" paid experiences in particular.

Summary and Suggestions

As Arizona's newest regional partnership, the Pinal County STW Partnership has already experienced its share of difficulties in establishing and maintaining a governance structure and clear operating principles. Part of the problem appears to be that the design of STW, and its operations, were enfolded into the Pinal County Schools comprehensive plan. While at face value, this could have been a positive aspect of the partnership, allowing for leveraging of funds and activities, it appears that the partnership was experiencing an "identity crisis." Tensions between staff, and staff and the fiscal agent, were apparent during the site visit, suggesting that not all parties were "on the same page" regarding how the partnership should operate.

The partnership's distribution and monitoring of funds requires scrutiny. While the two-pronged approach to funding some fixed elements and some mini-grants seems sound, clear procedures and documentation need to be in place. The partnership also needs to look at how it is managing information, since no databases were in place, and no *clear* lines of communication had been established. By staff's own admission, issues of self-sustainability required attention in the future.

A key challenge for the partnership appears to be refining its delivery system for students. While the school-based component is impressive, at the elementary and middle/junior high school levels, there need to be additional efforts to bolster the "work-based component" and "connecting activities" of STW as specified by the STW Opportunities Act of 1994. For example, job shadowing experiences for older students need to be developed. At the high school level, all services could benefit from additional scrutiny. Some components were simply not in place; others were not working well. The mini-grant projects were too new to assess in terms of impact of effectiveness. In the process of examining their services, the partnership should consider developing targeting strategies for its special populations—or, at the very least, communicating more clearly what strategies are in place.

The partnership needs to take stock of where its partnering schools stand with respect to using existing curriculum materials and models such as *Career Pathways* and K-12 *Workplace Skills*. To the extent that these materials can be integrated into the partnerships delivery mechanisms, they should be.

The partnership also needs to strengthen its public awareness activities. Relatively little was accomplished in terms of public awareness. This is, at least in part, attributable to the fact that the marketing coordinator was not on site to coordinate and support public relations efforts. Specifically, losses of support among Pinal's parent and business communities suggest the need to develop targeted materials for these constituent groups.

Finally, the partnership needs a clear procedures to evaluate its mini-grant projects, as well as the success and impact of its other student services.

Western Maricopa Consortium

Region Served:	Northern, central and western portions of Maricopa County	Site Visit: May 15, 1997

FY 1995-96 funding:	$ 108,270
FY 1996-97 funding:	$ 649,383
Total investment to date:	$ 757,653

School Profile

The Western Maricopa Consortium (WMC) serves the western part of Maricopa County, including portions of the cities of Phoenix and Youngtown, and all of Avondale, Buckeye, El Mirage, Gila Bend, Glendale, Goodyear, Litchfield Park, Luke Air Force Base, Peoria, Sun City, Surprise, Tolleson, and Wickenburg. The area spans some 5,500 square miles and is populated by about one million residents. Twenty-two elementary districts, four unified high school districts, six unified districts, charter schools, a regional county district and Department of Youth Treatment and Rehabilitation schools are located within the partnership boundaries. The area is also served by several institutions of higher education including Arizona State University—West and Estrella Mountain Community College.

In total for the 1996-97 school year, WMC's region included 197 schools enrolling more than 159,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Western Maricopa Consortium (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	91,359
Grades 7 through 8	24,446
Grades 9 through 12	42,633
Ungraded Elementary (K-8)	472
Ungraded Secondary (9-12)	507
TOTAL	159,417

*Note: Enrollment data reflect 192 schools for which data were available of the 197 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

Western Maricopa STW has established a governance structure that is guided by an Executive Council consisting of CEO's of the partnership, an Executive Committee (the leadership team), a Leadership Council (liaisons from all partners), and Regional Planning Teams for work-based and school-based learning. Key staff support the partnership effort and include a director, marketing coordinator, and an outside evaluator.

According to the director, governance is effective because membership includes key partners, provides a collaborative atmosphere, has defined meaningful roles for partners and solicits active membership. Although the director feels that key stakeholders are generally well-represented within the governance structure of the partnership, recruitment efforts are underway to include local government representation. Members of the governance team at all levels are described as involved, as evidenced by consistent attendance at meetings.

The role of the board is considered a key to the success of the partnership. The Executive Council meets twice yearly, the Executive Committee meets bimonthly, and the budget subcommittee and key staff meet monthly to conduct business. As a policy making entity, the board approves projects and has a great deal of influence over the direction of the partnership. They frequently request details of projects and operating information from the director to support their decisions, but leave the daily operations to the staff.

Key staff members have remained stable through 1996-97 and indicate having developed effective working relationships with each other. Although new for 1996-97, the director (the second for WMC) previously served WMC in a consultant role, and so has been able to maintain some continuity of effort in the region. Staff communicate through a monthly meeting, E-mail, and in person. Evaluation is subcontracted to the California-based firm of WestEd.

Interagency partners and other key stakeholders have been identified and actively sought out. Some of the collaborative agency partners include the Maricopa Skill Center, the Arizona Department of Economic Security's One Stop Center, and the Western Apprenticeship Coordinators Association (WACA). The partnership indicates employing a variety of strategies in order to reduce or eliminate turf issues and encourage seamless relationships. Attendance at meetings, publicity of joint efforts, and soliciting multiple agencies to support programs are perceived as effective in fostering collaboration. The Mall Academy, sponsored in part by the Western Maricopa Consortium and Communities in Schools, is one example of a collaborative project. The inclusion of STW information as an integral part of the One-Stop center is another example of interagency coordination.

Distribution and Monitoring of Funds

Funds are distributed through a mini-grant process. Mini-grants are given to support pilot programs and to encourage participation in the partnership. Currently 11 projects are funded. WMC has developed a model to direct funding for the most effective projects. Programs funded through mini-grants are assessed on a number of factors including: innovation, sustainability, the project's alignment with regional STW goals, replicability, numbers of students impacted and the inclusion of school-based, work-based and connecting activities. Partnership staff are hopeful that the start-up and development costs of pilot projects will be recovered as they are replicated. Plans are to refine the mini-grant process and allocate funds more efficiently in the future. Tracking the current uses of funds would be difficult based upon the Form 2, according to the director. WMC is working on making the process more efficient.

Databases/Management Information Systems

The consortium has an Internet site which is partially "under construction" in sections. Plans are ongoing to enhance the Internet site. The partnership has begun to train staff on how to use the Internet. They are actively discussing the possibility of pooling resources with other Consortia or obtaining private or foundation funds for further development. It could cost $170,000 to enhance the system. Data on programs and student outcomes is currently collected by the school districts and is evaluated on funded projects only. The consortia also collects data through state and national evaluation activities.

Self-Sustainability

According to the director, elements of many programs are self-sustainable; however, without the financial support that STW provides, progress would be slower. Collaborative projects have been encouraged to ensure that projects are not exclusively supported through STW dollars. One example is the major commitment that the Glendale Union High School District has made to the Mall Academy, a project serving out-of-school youth. The school district is hiring a full time teacher and another agency is providing a social worker. The project is a partnership between Christown Mall and the Glendale Union High School District. There are also many vocational programs that complement STW efforts by helping students prepare for careers, but are funded through other sources. The Career Academy at Peoria High School applied STW concepts to students in Agriculture, Building Trades, and Industrial Technology by integrating academic curriculum. The STW philosophy is being sustained through active solicitation of the support of the Superintendents, Cabinets, Principals, School Boards, and inclusion of business and community leaders on the Executive Committee. However, a formal inventory of existing training and retraining programs which could be leveraged to achieve self-sustainability has not been conducted.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, each partnership identified the “active” schools within their region. “Active” schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A).

Western Maricopa Consortium reported that 21% of all public schools were "active" participants as of June 1997. High schools or combination junior/senior high schools were more active than other types of schools. Three-fourths of all these schools were active (77.7%) compared to one-third (35%) of junior high/middle schools and five percent of the elementary or elementary/junior high schools. “Active” schools are summarized in Table 2 on the following pages. Charter schools are represented on the leadership council and seven schools are included in the WMC region. School district participation in the partnership varies. Glendale and Deer Valley districts have the fewest number of “active” schools in the partnership, but they are becoming more involved according to the director. Private schools are not currently actively involved.

Targeted Access for Special Populations

There are some efforts to include special populations. The concept is encouraged through language in the mini-grant evaluation format and through materials distributed by the partnership. Perhaps the best example of the inclusion of special populations is the outreach to out-of-school youth at the Mall Academy. Between 30 to 60 students were served by this program during 1996-97. Special populations also are served by the Maricopa Skills Center. STW programs, as well as those funded through Perkins, comply with providing services to special populations.

Table 2

"Active" School Participation for the Western Maricopa Consortium

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Agua Fria UHSD			1		1			1		1	100
Aguila ESD	1				1					0	0
Arlington ESD	1				1					0	0
Avondale ESD	4	1			5	1	1			2	40
Buckeye ESD	1				1					0	0
Buckeye UHSD			1		1			1		1	100
Cartwright ESD	13	3		3	19					0	0
Deer Valley USD	15	3	4		22	1	3	3		7	32
Dysart USD	4	1	1		6	4	1	1		6	100
Fowler ESD	2	1			3					0	0
Gila Bend USD	1		1		2			1		1	50
Glendale ESD	12	2			14					0	0
Glendale UHSD			9		9			9		9	100
Laveen ESD	2				2					0	0
Liberty ESD	2				2					0	0
Litchfield ESD	2	1			3	1	1			2	67
Littleton ESD	1	1			2					0	0
Morristown ESD	1				1					0	0
Nadaburg ESD	1				1					0	0
Palo Verde ESD	1				1					0	0
Paloma ESD	1				1					0	0
Pendergast ESD	6				6					0	0
Peoria USD	24		6		30			4		4	13
Phoenix USD			3		3			3		3	100
Riverside ESD	1				1					0	0
Ruth Fisher ESD	1				1					0	0

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Sentinel ESD	1				1					0	0
Tolleson ESD	1				1					0	0
Tolleson UHSD			2		2			2		2	100
Union ESD	1				1					0	0
Washington ESD	28	5			33		1			1	3
Wickenburg USD	2		2		4			1		1	25
Charter Schools	3	1	2	1	7					0	0
Other Programs/Schools		1	4	4	9			2		2	100
TOTAL	133	20	36	8	197	7	7	28	0	42	21

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

STW Initiatives by Grade Level

Elementary

Participation by elementary schools is limited in that only seven of 133 schools are active participants in the STW consortium. The majority of strategies are school-based career awareness activities. Some elementary schools are using the Micro Society model. Work-based learning is limited at the elementary level. The partnership director could not quantify all of the activities at the elementary level, but indicated that elementary school administrators and teachers are active participants in Consortia meetings. The inclusion of more elementary students is being planned in several programs. The EXCEL 21 model is K-12 inclusive and is in place in the Dysart Unified School District. A hospitality program is being expanded to serve elementary students as well as students in higher grades.

Middle/Junior High School

Nearly one-third of junior high schools are described as active. The types of activities include: career exploration through a Micro Society program at four middle schools, career fairs, guest speakers, field trips and job research projects. Work-based and connecting activities are used less frequently than school-based programs. Teachers at Challenger Middle School have participated in designing and implementing activities for eighth grade. A program is being developed for the 1997-98 school year at Royal Palm Middle School which will incorporate field trips, mentoring and guest speakers into their curriculum.

High School

School-based, work-based, and connecting activities occur most frequently at the high school level. All schools involve employers/businesses in offering career preparation activities at some level. Several schools have also adopted the Arizona Department of Education's *Career Pathways* model.

Independence High School is illustrative of a high school program operating within the WMC. The school has designed a career awareness and exploration program that includes all components (i.e., school-based, work-based, and connecting activities). They have a career center and provide access to career exploration software and a career fair for the junior high students. All ninth-grade students participate in goal setting, study skills, keyboarding and a wellness curriculum. Job shadowing, speakers, career exploration and career counseling are available for students in upper grades. Intersession activities serve out of school youth. Nearly 89% of all students are enrolled in some form of post-secondary education upon graduation.

Other collaborative business and school projects sponsored in part by the consortium include: a Financial Services Academy in Tolleson; a Hospitality program including the Wigwam Resort, Desert Amethyst, Happy Trails Resort, school districts, community college, and university participants; a Mall Academy serving out-of- school youth in collaboration with Glendale Schools; a mentorship program in Wickenburg; a biotechnology program in Agua Fria; an integrated academic and vocational "Career Academy" at Peoria High School; and Excel 21, an integrated curriculum and internships to support *Career Pathways* in the Dysart District.

A process for matching students with work-based learning opportunities is being facilitated through the WMC. The consortium first introduces STW concepts to kids through teachers and then solicits business participation. The consortium helps link businesses with schools through the Internet and by working directly with local chambers of commerce, economic development agencies, and businesses. All high schools have some connecting activities, but not all students are able to participate.

Postsecondary Linkages

Although not fully developed in all schools, several programs provide evidence of postsecondary linkages:

- A Tech Prep (2+2+2) partnership between Agua Fria Union High School District, Estrella Mountain Community College and Arizona State University will help identify and recruit promising minority and first-generation Anglo students for careers in the teaching profession.

- Articulation agreements in business occupations are in place between business services, three community colleges and eleven secondary school districts. Many students are able to take courses for community college credit in their high school. Students who enroll at the community college are eligible to transfer up to 11 credits earned in high school in selected business courses. Implementation of the articulation agreement was successful, in part, due to direct coordination with the admission and records offices at the community college and participating departments.

- Estrella Mountain Community College and Northern Arizona University are partnering to develop a hospitality program that will transition students from elementary school through a university degree program.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

Several projects specifically address the development of curriculum and assessment tools:

- Health careers standards are being developed by the Health Careers Alliance in conjunction with West Ed. The project was initiated by teachers who attended the National Healthcare Skills Standards Project. Industry partners and teachers will develop portfolio and other assessment tools. Businesses will help to set standards for students in Health Occupations.

- Part of the Dysart Excel 21 program is the development of skill certificates based upon national standards. This will include Hospitality and Health Occupations. Agua Fria Union High School District, the Wigwam resort and other businesses are helping to develop curriculum which exposes students to hospitality, golf course/turf management, landscaping and horticulture.

Furthermore, business services are defining industry-based credentials. The Peoria Academy is developing biotechnology curriculum which integrates core academic programs, Building Trades, and Drafting. The Mall Academy is using curriculum developed in collaboration with the school district and community. The Sunnyslope/Royal Palm partnership will allow teachers to develop and implement interdisciplinary curriculum, performance standards and assessments after job shadowing in participating industries.

Several schools have implemented *Career Pathways*. There are some initial discussions concerning incorporating the educational priorities of industry clusters (which are part of the Governor's Strategic Partnership for Economic Development, or GSPED) with ADE's *Career Pathways* and K-12 *Workplace Skills*.

Professional Development Initiatives

Training for teachers, counselors and the public have taken several forms including: equity training, curriculum integration training, and training for counselors. Most recently, Internet training has been offered through the consortia. The training was offered free to anyone who would benefit and included free hookup to the Internet and a discount for monthly service fees.

Goal 4: Community Involvement

Participation has varied among businesses in the region. Some businesses have been extremely active; however, it has been difficult to involve small businesses. Recruiting businesses to provide work-site experiences has been somewhat successful. GSPED business representatives have been somewhat involved in developing model STW programs. Community-based organizations and the general public have had limited participation with the consortium. Some examples are parent participation at career night for Independence High and community members attendance on the local planning committee. The director has the support of community leaders who are members of the executive committee.

Goal 5: Public Awareness

Public awareness activities between January and June 1997 targeted teachers, counselors, school administrators, business and industry, policy makers and the general public. The partnership made twelve presentations, and used print media, three direct mailings and the Internet to reach additional people. More than 28,000 people were exposed to public awareness messages. Included in the total are nine hundred teachers, three hundred school administrators, nearly four hundred business and industry representatives and one hundred counselors. Targeted presentations were made to many groups including counselors, the State School Board Association, and a chamber of commerce. Direct meetings were held with all school superintendents. A state survey of public awareness activities showed that there was a significant increase in support of the business community since the baseline measurement in the prior year. There were no significant changes in awareness among teachers or parents.

Goal 6: System Evaluation

The consortium participated in the state evaluation plan as well as local evaluation activities. Local efforts included development of a process to evaluate the effectiveness of mini-grants. The creation of a model program, incorporating the GSPED industries and industry-based standards, was also a part of the evaluation efforts.

The consortium participated in state evaluation activities which included data collection and analysis of the opinions of a random sample of seventh and tenth grade students describing their current STW experiences. The consortium has been actively involved in the compilation of school rosters and definition of a rubric to describe the level of participation for the active schools.

Discussion

Partnership Assets

The Western Maricopa Consortium has an active board and stable staff. There has been a concerted effort to involve all key stakeholders. The collaborative atmosphere has been developed through the implementation of pilot projects and involvement of many school districts. One particularly noteworthy example of collaboration is the development of articulation agreements between participating high school districts and Estrella Mountain Community College. The vocational programs are highly developed in many districts.

The West Valley has a varied economic base and includes agriculture, hospitality and industry. There is capacity for many work-based and collaborative activities. The current business partners have demonstrated the willingness to participate actively with students. This level of interest is an asset to the continuation of the project.

The Western Maricopa Consortium has spent time developing the infrastructure and the processes that they need to be successful. They have in place strategies to leverage their efforts and encourage self-sufficiency through training and soliciting support from key constituents. Governance structures are in place which rely on effective working relationships. They have also spent resources to increase their communication potential through technology and have refined their processes to allocate funds.

Partnership Challenges

The Consortium faces a challenge due to the number of school districts (both public and private) within its boundaries. The inclusion of all schools is a challenge due to the decentralized nature of governance and the variety of philosophies represented in the systems.

Coordination of efforts between the educational entities represented, including the community colleges, is also a challenge. The West Valley has several community colleges and universities. The Arizona Department of Economic Security's One-Stop Center has been mentioned as an opportunity for centralized employment services.

Summary and Suggestions

Training, education, and public awareness continue to be needed to fully involve all constituencies. The number and complexity of relationships and competing priorities between programs and entities make collaboration and communication essential. For example, expanded collaboration with the One-Stop Center and community based organizations should be emphasized. Further collaboration with the Department of Education would enhance the understanding and adaptation of *Career Pathways* within the partnership. A formal inventory of training programs would help identify the potential partners that could support STW goals. Collaboration with these existing programs could enrich the efforts of the Consortium. Business recruitment efforts could be further expanded as a follow up to the school recruitment efforts. Small business partners may be a potential resource for local schools.

Since school participation is uneven between districts and grades, efforts to equalize the level of activity should be initiated. Some areas for growth include strengthening the role of the community college and increasing elementary involvement. Private schools could be approached as well. The opportunity for replication of successful pilot projects should be examined so that both horizontal and vertical integration will occur. Programs that serve special populations could be further emphasized to be certain that all students are represented in the STW efforts.

Self-sufficiency should be sought through active solicitation of sponsors for the replicable projects. By implementing the mini-grant evaluation process, projects with the most potential can be selected and promoted. Programs such as those at Independence High School could provide a model and impetus for other schools.

Expanded collaboration with other regional partnerships within the state would also enhance the ability of schools in the West Valley to develop School to Work programs. Best practices could be shared by districts, administrators and teachers and observed first-hand within the State. In addition the programs and curriculum which are developed in the West Valley could possibly be replicated elsewhere.

The integration of economic development concepts at the state and local level is an essential component of local School To Work plans. The need for additional training, solicitation of additional GSPED participation and integration of economic development ideas is essential at the local level.

The evaluation efforts of the consortium will need to gather more outcome data in terms of the students served. The level of involvement of schools will need to be further defined using the rubric defined by the evaluation team. Other measures of success should be implemented to help focus the efforts of the Consortium on those strategies that are more likely to promote positive student outcomes and build processes that encourage self-sustainability.

The Consortium should maintain the current level of participation of the board and key staff in order to continue to be effective as a team. Inclusion of local government should be prioritized. Maintenance of the infrastructure that has been developed requires on-going review to maximize the impact of Consortium on system development and student outcomes.

Yavapai County STW Partnership

Region Served: Yavapai County Site Visit: July 1, 1997

FY 1995-96 funding:	$ 252,692
FY 1996-97 funding:	$ 389,649
Total investment to date:	$ 642,341

School Profile

The Yavapai County School To Work (STW) Partnership serves a predominantly rural area which is slightly larger than the state of Massachusetts. Prescott is the county seat and the largest community served by the partnership. In total, the partnership serves 64 schools or programs in 19 districts including eight unified districts, ten elementary districts, and one unified high school district. The area also includes several charter schools. Regional opportunities for postsecondary education are provided primarily by Yavapai College, the county's community college, and programs administered by Northern Arizona University. The area also houses Embry-Riddle Aeronautical University.

More than 22,000 students in grades Pre-K through twelve were enrolled in the Yavapai STW Partnership schools in the 1996-97 school year as shown in Table 1.

Table 1
Total Student Enrollment for the Yavapai County STW Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	12,124
Grades 7 through 8	3,754
Grades 9 through 12	6,577
Ungraded Elementary (K-8)	66
Ungraded Secondary (9-12)	77
TOTAL	22,598

***Note:** Enrollment data reflect 59 schools for which data were available of the 64 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

First funded in FY 1995-96, this partnership was one of five in the state funded as an "implementation" site in contrast to eight sites funded for "capacity building." The implication was that the partnership had a higher level of readiness than many other areas to implement STW in its regional schools. In fact, this partnership has a history of struggling to define itself and its services.

The partnership's original proposal called for a governance structure composed of a minimum of 50% business representation. Staff and records indicate that, although "slots" for the board were formulated, positions were not filled until July of 1997—more than one full year from the inception of funding. Initially, the board was convened as an Advisory Board for the purpose of soliciting community input into a regional STW implementation plan. According to staff, community input had not previously been solicited as part of the community's application for STW funding. First instituted under the auspices of the area's Tech Prep consortium, the partnership's first year of funding appears, in retrospect, to have evolved as an extension of that initiative. Funds were used primarily for teacher workshops, sponsorship of teachers to state and federal conferences, and the purchase of curriculum materials.

With the appointment of a new director—the third—toward the end of the first year, the director recognized the need for greater buy-in from the community. This was when the Advisory Board was convened. A board chair was recruited from industry who helped the partnership "regroup." The first charge of the group was to assist in developing the Year Two application for state funds. As a result of this process, the board became integral in formulating a county plan for STW. Part of this plan involved reworking the governance structure.

During the proposal writing phase, the board met every other week. However, the rural nature of the county made travel difficult for many members, and attendance at board meetings is described for that period of time as "sporadic." At the time of the site visit, meetings had transitioned to once per month. The goal was to revise the meeting schedule first to every other month and then to quarterly.

Currently, there are 27 members on the board, 14 of whom represent business and industry. Members are from throughout the county. Since transitioning from an advisory capacity to a "true" governing board, the role of this body is described as significant in making decisions that affect the partnership. The board is involved in examining skills desired in STW participants, defining "outcome" measures for its programs, and providing oversight and guidance in terms of the partnership's budget.

Some board members who met with the site visit team suggested that there is "room to grow in their partnership development." They indicated that there might be improvement in terms of team-building and collaboration. There were concerns that some members are "passive," that attendance could be improved (although there is always a quorum), and that there is a need to generate a broader understanding of STW. It was voiced that some members still "look at STW through their own individual lenses" in terms of what's in it for them.

Beyond the Governing Board, the partnership is staffed by a full time director and administrative assistant, as well as a part-time marketing coordinator and evaluator. The current director is the fourth in three years; however, she was the partnership's original evaluator and so brought knowledge of the partnership's evolution with her thus providing some continuity of leadership established under the previous director. The current evaluator is the second, replacing the former evaluator who assumed the director's position. At present, there is the sentiment that staff positions have "settled." The current management team appears strong, and all members expressed a high degree of satisfaction with their working relationships.

The partnership is characterized by a modest degree of participation and collaboration among county agencies. According to staff, some existing educational, training and retraining service providers were identified to meet regularly to coordinate planning and implementation activities. For example, a new "3-way council" had just been formed to unite the area's Private Industry Council, School To Work, and JTPA/NCOG. The three directors had met, and had plans to meet again to discuss the potential for joint planning and program coordination. The STW partnership director indicated that the Arizona Department of Economic Security (DES) also was "on board," but did indicate that there was "room to grow" in the area of partnering with community-based organizations and involving parents.

Distribution and Monitoring of Funds

At the time of the site visit, the director indicated that the partnership's system for distributing and monitoring funds "needed work." A formal process for distributing funds was not in place. In essence, the Governing Board directed how funds were to be used for FY 1996-97. The director was given discretionary authority to spend a portion of the funds. The remainder of the monies were to be allocated to schools and districts on a "first come, first serve" basis up to $5000. The partnership created a countywide Intergovernmental Agreement (IGA) between the partnership, 18 school districts and 5 charter schools to facilitate the distribution of funds. The only caveat of the Board was that schools had to demonstrate a formal plan for use of the money. The current director developed an application for "mini-grants" which included criteria for accountability.

While the method for distributing funds during Year Two achieved the desired outcome of getting the money out to schools, all concerned felt that there was room for improvement. The Board and staff agreed to spend much of the time during the second year to work with partnering communities and schools to develop three-year "program development plans." The intent was then to fund these plans for Year Three (FY 1997-98) and beyond. Program development plans were to include an evaluation component, such that the partnership could better assess outcomes and monitor the use of STW funds.

At the time of the site visit, four districts had completed three-year plans submitted to both their superintendents and the STW Board. Eight other districts were "on the calendar" to complete local plans.

Databases/Management Information Systems

No management information system is currently in place. Some customized partnership databases have been established. The director expressed a desire to establish an employer database, perhaps on the Internet. Plans were to pursue this idea with Yavapai College.

Self-Sustainability

There are isolated instances of STW elements which could, conceivably, be self-sustaining independent of financial support from the partnership. These include an Applied Academics program in the Prescott Schools and some of the existing vocational education and Tech Prep programs, although the latter programs were not considered to be "active part" of the partnership at the time of the site visit. Staff acknowledged the need to pursue the issue of self-sustainability.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in school to work activities as described on the national *Progress Measures* (see Appendix A). Yavapai County STW reported that 75% of all schools were "active" participants as of June 1997. When Charter Schools are excluded from the analysis, 84% of elementary, 71% of middle schools/junior high schools and ***all*** secondary schools are classified as active by the partnership. "Active" schools are summarized in Table 2, which reflects the partnership's locally-defined "roll-out" strategy designed in FY 1995-96 and refined during 1996-97. That is, the partnership is targeting high schools first, middle/junior high schools second, and elementary schools third.

Table 2
"Active" School Participation for the Yavapai County STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Ash Fork USD	1		1		2	1		1		2	100
Bagdad Unified	1		1		2	1		1		2	100
Beaver Creek ESD	1				1	1				1	100
Camp Verde Unified	1	1	1		3	1	1	1		3	100
Canon ESD	2				2	2				2	100
Chino Valley Unified	2		1		3	2		1		3	100
Clarkdale-Jerome ESD	1				1	1				1	100
Cottonwood/Oak Creek ESD	3	1			4	3	1			4	100
Crown King ESD	1				1	1				1	100
Hillside ESD	1				1	1				1	100
Humboldt Unified	5	2	1		8	5	1	1		7	88
Kirkland ESD	1				1	1				1	100
Mayer ESD	1		1		2	1		1		2	100
Mingus UHSD			1		1			1		1	100
Prescott Unified	6	2	1	2	11	6	2	1	1	10	91
Sedona-Oak Creek Joint Unified	2		1		3	2		1		3	100
Seligman Unified	1		1		2	1		1		2	100
Skull Valley ESD	1				1	1				1	100
Yarnell ESD	1				1	1				1	100
Charter Schools	6	1	7		14					0	
TOTAL	38	7	17	2	64	32	5	10	1	48	75

*KEY: E/J = Elementary only or Elementary/Junior High Schools M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools K-12 = Any combination of grades across multiple levels

Targeted Access for Special Populations

Partnership staff indicated that there are no or few programs targeting STW activities for special populations. Staff acknowledge that they haven't done a formal assessment; however, their feeling was that the partnership was not doing enough to help high risk populations. Nevertheless, there are some examples of initiatives designed to provide STW outreach to special populations. One initiative is the Educational Talent Search Project, which identifies and recruits students from low-income families to receive specialized instruction and tutoring through the Yavapai College Learning Center. Another example of a targeted activity was a Career Fair held in Spring 1997 designed specifically for children and youth with disabilities.

STW Initiatives by Grade Level

Elementary

The primary means for involving elementary schools in the county's STW initiative is through school liaisons, many of whom were recruited and trained during the first year of the STW contract in Yavapai County. These school liaisons participate in planning STW activities in their home communities and schools. However, staff indicate that "nothing is happening to scale."

Nevertheless, there are several examples of the kinds of programs being implemented for younger children. One program observed during the site visit was a summer program for children from the Kirkland Elementary School District. This program, in its second summer of operation, was serving approximately 70 students, grades K-6, and involved five teachers.

The program operates four days each week for four weeks. Students learn about various careers in several career clusters. A day-by-day curriculum was developed which had students exploring careers in mining, natural resources and environmental management, retail sales (e.g., in a fabric store, bakery, and floral shop), and the arts (e.g., photography, art, music). Field trips and guest speakers were used extensively in the program. Students also learned to apply writing, math and science skills. For example, students keep journals throughout the program. Geology was taught during the exploration of careers in mining and geometry was discussed during a lesson on quilting (conducted in association with the exploration of the fabric store). Parents also are encouraged to participate in the program.

Middle/Junior High School

Similar to elementary schools, the primary means for involving middle/junior high schools in the county's STW initiative is through school liaisons. And, similar to elementary schools, STW at the middle/junior high school is not happening to scale— although there are pockets of implementation. One example of STW at the middle/junior high school level is the Chino Valley Middle School Radio Station.

This student enterprise began in the 1995-96 school year as the "brain child" of an English teacher at the school. From an idea, it has grown into a full-fledged program that exemplifies applied learning at its best, as well as instruction in "all aspects of the industry." Students in grades seven and eight run the radio station, which is on the air from 8:00 a.m. to 3:30 p.m. each school day. Each student has his or her own broadcasting responsibilities, from news to weather to talk shows, in addition to selecting the music to play. Students write their own copy, select their own music, and run all aspects of the business. They raise money for the station, manage its finances, maintain and repair equipment, have weekly board meetings, and interview and hire new employees. Each student must maintain a "B" average to remain in the class.

The program has incorporated a variety of subject matters in innovative ways. Students use the Internet in a variety of ways, from identifying the "Top 10" music hits each week to getting the latest news for their broadcasts. Students learned about geology, after their goal of reaching a five-mile broadcasting radius was not fulfilled. In fact, students learned that their transmissions were problematic because of a nearby geological anomaly and managed to fix the problem. When students wanted to interview mayoral candidates on the air, they worked with the Social Studies teacher to develop their interview protocol. Students apply math in the financial and accounting end of their business, and work cooperatively with the math teacher, as necessary. One student even wrote the STW grant which provided seed money for the station. Integrated throughout the course, students must express themselves orally and in writing.

High School

Most STW activity is reportedly taking place at the high school level. A variety of programs are in place, largely as a result of preexisting vocational education and Tech Prep initiatives. For example, student-based enterprises and student internships were in place. One of the STW initiatives observed during the site visit involved the Prescott High School Journalism Lab. In this particular case, the high school's journalism program was forging new linkages with the town's major daily newspaper. One student in particular was job shadowing and interning at the newspaper during the summer. Plans were to develop a Sunday section targeting youth which would be produced during the school year by the Journalism Lab. This was to expose students to "real time" deadlines, production schedules, layout, and writing.

Postsecondary Linkages

The regional partnership was based upon the existence of a Tech Prep consortia, so there are some 2+2 programs in place which link high school and postsecondary education. Beyond these modest efforts, there is nothing systemic in place to provide students with assistance in making a transition from high school to postsecondary education or training.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

In the first year of the partnership's operation, there was reportedly a major emphasis on the development of STW curriculum. However, there is little evidence that curricular materials or assessment techniques have been adopted throughout the partnership. There are several projects that have involved the development of specific curriculum. For example, as noted in the description of Kirkland's summer program, a four-week summer curriculum was developed which can be used "as is" or modified for future years. And, there is at least one initiative investigating assessment techniques. According to the partnership director, staff are exploring the use of the DES assessment inventory, the GAT-B.

There has been limited implementation of the Arizona Department of Education's *Career Pathways* model. Staff said that "*Career Pathways* are not part of the scene." The partnership ***did*** develop a "*Career Pathways* Survey" for students which is designed to help them identify a career interest. However, the use of the survey and any results obtained from it was unclear.

At the time of the site visit, there were no visible efforts to develop curriculum or assessment frameworks that incorporate the state's economic development initiative, the Governor's Strategic Partnership for Economic Development, or GSPED.

Professional Development Initiatives

The primary mechanism for providing professional development is the community/school-based planning process underway. Local site teams include business representatives, educators, parents, students, and school board members. Teams are provided technical assistance by the regional STW staff. Additionally, the partnership subsidizes some other professional development opportunities as, for example, attendance at conferences.

Goal 4: Community Involvement

Community involvement is primarily solicited through the use of the community/school-based planning teams as described previously in this report. This planning process is ***the*** method used to solicit business involvement, as well as the involvement in STW of parents and the public-at-large. Additionally, however, the Board chair is active in economic development initiatives in the area. He expressed awareness of GSPED and a desire to bring this aspect of STW and workforce development into the dialogue to further engage the business community.

Goal 5: Public Awareness

In terms of public awareness activities occurring between January and June, 1997, Yavapai STW Partnership staff targeted 2,957 persons in mixed audiences. Partnership staff made several presentations, mass mailed information, and received publicity through 18 newspaper and one magazine article with circulation totaling some 67,000 people.

Spring 1997 public polling trend data indicate that ***awareness*** of the STW initiative in Yavapai County rose among key stakeholder groups from spring 1996. Groups polled included parents, employers, teachers and school administrators. Among two key constituent groups, parents and business, awareness gains are at the state norm for parents and below the state norm for businesses. As far as ***support*** for the STW initiative, measured by public polling, Yavapai gained support for the initiative among parents and teachers. No significant gains in support were measured among the business community.

Plans to continue to "get the word out" about STW included the development of a Speakers Bureau with members of the Board, staff, and others who could talk to parent-teacher organizations, chambers of commerce, and other organizations in the region. A separate Speakers Bureau was being considered for teacher use that would include the names of those available as guest speakers for classroom presentations.

Goal 6: System Evaluation

Much of the evaluation in the partnership is being conducted as a part of the overall state evaluation plan, which incorporates both state and federal reporting responsibilities. Attempts are made to collect outcome data on specific initiatives. Furthermore at the local level, partnership staff are working to incorporate evaluation criteria on their applications for "mini-grants."

Discussion

Partnership Assets

One of the partnership's major assets consists of the staff. While the partnership's history indicates more than average turnover in key personnel, stability among key staff appeared to have been achieved at the time of the site visit, resulting in a strong leadership team. This includes an active Board chair and other members of the governing board. A second asset was the community-based planning process in progress. Partnership members expressed a deep commitment to pursuing this avenue for site-based strategic planning, and indicated that they felt this was a key strategy for sustainability in their region. Because of the planning process, a number of schools in the partnership are considered "active." And, in fact, this partnership has the highest level of "active" schools in the state.

Partnership Challenges

With the "upside" of the site-based planning process comes a potential "downside." That is, in a presumably advanced stage of implementation (since the initial contract was awarded as an Implementation Site), the fact that the partnership was still in a planning mode, rather than an implementation mode, poses a challenge for the partnership. Plans must be translated to action for them to be meaningful. While the number of active schools is high, their level of activity is still in question. Thus, while there is evidence of some good programmatic elements in the partnership, the challenge remains to proliferate these programs and make them the most visible aspect of partnership activities.

Another challenge is to maintain the stability of the Governing Board, and refine the process of distributing and monitoring funds. Yet another challenge is to integrate GSPED and *Career Pathways* into STW activities. As with many other partnerships in the state, adopting the GSPED model poses considerable challenges given that less rural businesses tend to be affiliated with GSPED. Hence, the relevance of the concept for regional economic development is more difficult to "sell" and implement. As far as the *Career Pathways* model, the partnership expressed some difficulties coördinating its activities with the existing vocational-technological education (VTE) programs in the area, which are most likely, to date, to have accepted this curriculum framework.

Finally, partnership staff indicated a need to increase efforts to involve parents and others in STW, and to strengthen initiatives designed to engage ***all*** students in STW activities.

Summary and Suggestions

Many activities are underway that suggest that the Yavapai STW partnership is in the process of "regrouping." For the most part, suggestions for this partnership are to continue to pursue activities as they evolve from continued Board and community input. Specific suggestions are as follows:

- Document the progress towards reestablishing an effective governance structure.
- Formalize an objective, systematic process for distributing and monitoring funds.
- Increase the accountability for funded projects by incorporating more concrete measures of success.
- Pursue and expand regional opportunities to tie activities to GSPED clusters.

- Consider increasing public awareness activities targeted specifically to regional businesses. While businesses' awareness and support for STW are strong, gains are below the state norm and indicate that this may be an area for more aggressive marketing.

- Clarify local evaluation activities that are being used to supplement state and national activities.

Yuma/LaPaz STW Partnership

Region Served: Yuma and La Paz Counties Site Visit: April 29, 1997

FY 1995-96 funding:	$ 302,872
FY 1996-97 funding:	$ 393,536
Total investment to date:	$ 696,408

School Profile

The Yuma/LaPaz School To Work (STW) Partnership serves a two-county area housing nearly 150,000 residents located primarily in the communities of Yuma (in Yuma County) and Parker (In La Paz County). The partnership serves students in charter schools and 15 public school districts. Districts range in size from one school to 15 schools. Eight districts have only one school, due to the low population density in these rural areas. Arizona Western College, a community college, is located in Yuma. The region also is served by several university extension centers.

In total for the FY 1996-97 school year, the Yuma/La Paz STW Partnership included 63 schools enrolling more than 31,000 students in grades pre-kindergarten through 12 as shown in Table 1.

Table 1
Total Student Enrollment for the Yuma La Paz STW Partnership (FY 1996-97)

Grade Level	Enrollment Data (as of 10/96)*
Grades Pre-K through 6	17,299
Grades 7 through 8	4,771
Grades 9 through 12	8,900
Ungraded Elementary (K-8)	22
Ungraded Secondary (9-12)	288
TOTAL	31,280

*Note: Enrollment data reflect 62 schools for which data were available of the 63 identified in this partnership.

Goal 1: System Governance and Partnership Development

Partnership Governance and Staff

The partnership consists of four key groups : 1) a partnership committee; 2) an executive board; 3) staff; and 4) site coordinators. The partnership committee was originally called the steering committee. The Tech Prep and STW committees were combined and renamed as part of an effort to streamline and coordinate efforts between the two groups. Membership is described as "fluid." The partnership committee advises and helps plan partnership direction.

The partnership originally included a management team which, due to low business representation, was restructured into a ten person executive board. The board, comprised of half business and half education representatives, meets monthly to make operating decisions for the partnership. There has been some turnover in business membership. Board membership actually is divided between the two counties of Yuma and La Paz. The La Paz offshoot of the board was formed due to distance and a desire on the part of La Paz partners for local control. Parker—the hub of the La Paz partnership—is more than one hundred miles from Yuma—the home community of the STW partnership. To facilitate communication between the two communities, and board members, two video-conferences had been conducted as of April 1997.

Staff positions include a director, evaluator, and marketing coordinator/workforce development specialist, and secretary. There has been turnover in all staff positions since the partnership first received funding in March 1996. As of the site visit (conducted in April 1997), the partnership was functioning with the second director and a consultant working on the partnership's evaluation (following the resignation of the original evaluator). There had been lapses in evaluation staffing during the 1996-97 year. Shortly after the site visit, the marketing/workforce development specialist and secretary resigned. The director also resigned in fall 1997.

The site coordinator cadre initially was developed to help market STW activities within schools. There were 29 cadre members recorded at the time of the site visit. Plans were to have at least one site coordinator in every school district (15) and every high school. The executive board—and two superintendents in particular—requested that cadre members job shadow in an industry related to their field. Teachers receive a five hundred dollar stipend to participate.

Distribution and Monitoring of Funds

The Yuma/La Paz STW Partnership has distributed monies through specific contracts for services. The partnership director described the distribution and monitoring of funds as "highly effective," primarily due to the standards and procurement procedures of the partnership's fiscal agent, Arizona Western College (AWC).

In terms of the partnership's fiscal agency, which was of concern during the 1995-96 fiscal year, many issues had been resolved. According to partnership staff, the fiscal agent (AWC) was more cooperative than in the past due, in part, to changes in administration of the college.

Databases/Management Information Systems

No effective communication or management information system has been established due to a variety of problems. An Internet home page was set up through AWC; however, it was not maintained. School participation is, in some cases, limited or nonexistent because long distance phone connections are unavailable. The lack of computer technology in the region, and STW office, is perceived as a problem.

Future development of an MIS may be possible as AWC received a National Science Foundation grant to install wireless communications in all of the outlying areas. Areas included will be south and east Yuma Counties and LaPaz County. The San Luis school district on the Arizona-Mexico border has chosen not to participate in this project, however.

Self-Sustainability

According to the project director, no strategies are in place that sustainable. Furthermore, the director indicated that systems-building efforts are not developed to the point where a system could sustain itself independent of state funding. Based on a number of impressions developed during the site visit, the site evaluators feel that a number of factors exist to threaten the partnership's longevity, bot the least of which appears to be the low degree of school involvement.

Goal 2: Program Coordination and Integration

School Participation

For FY 1996-97, data were collected from each partnership regarding the status of schools considered to be "active" within their region. "Active" schools are defined as those which formally partner with the regional STW partnership **and** which involve at least some of their students in STW activities as described on the national *Progress Measures* (see Appendix A). Eighteen schools (29%) were reported as active. Active schools are outlined on the following page in Table 2.

School districts reportedly differ in their desire to be aligned with STW. In particular, schools in the Parker district desire autonomy and do not want to accept federal dollars or services. Other challenges in terms of involving all schools include the Quechan Reservation. They have no work-based opportunities and since they are located in California, they do not receive services from Arizona's STW system, although many of their students attend Arizona schools. Furthermore, reservation students are not eligible to participate in JTPA programs. Other constraints exist for schools in outlying communities who are less apt to be involved and have fewer resources.

Coordination between districts has been described as problematic. Traditionally there are weak alliances between elementary and secondary districts in many communities. This is due to regional population differences and reflect differences in culture, politics and other social factors. Some difficulties are geographic or due to the structure of the district. There are many rural communities served by one local school.

Targeted Access for Special Populations

Programs that target special populations are limited. A program with the juvenile courts is helping students develop skills in building trades. These students receive life skills curriculum while they are in detention. Plans for future activities include adding career activities to the "special buddies" program at the high school. Discussions with the work center for the developmentally disabled were disrupted due to changes in staffing at the center. Part of the original plan was to maintain an equity team in the partnership. Some work was done; however, the equity team is being reformed and therefore is not currently active.

STW Initiatives by Grade Level

Elementary

Activities at the elementary level are confined to predominantly school-based activities in several schools. Grade-level appropriate interest inventories were administered at select elementary schools by the original evaluator for the partnership. This activity ceased upon his resignation. One elementary program portrayed as "exemplary" is Rancho Viejo administered under the auspices of the Ronald Reagan Fundamental School. Known regionally as the "Old Farm," the program incorporates gardening, landscaping, and applied academics. A micro-society program is also run as a part of their after school program.

Table 2

"Active" School Participation for the Yuma La Paz STW Partnership

District/Service Provider	Total Number of Schools/Programs (by grade level*)					"Active" Schools (FY 1996-97)					
	E/J	M/J	J/S	K-12	Total	E/J	M/J	J/S	K-12	# Total	% Total
Antelope UHSD			1		1			1		1	100
Bicentennial UHSD			1		1			1		1	100
Bouse ESD	1				1					0	0
Crane ESD	8	4			12	2				2	17
Gadsden ESD	2	1			3		1			1	33
Hyder ESD	1				1	1				1	100
Mohawk Valley ESD	1				1					0	0
Parker USD	3		2		5					0	0
Quartzsite ESD	2				2					0	0
Salome ESD	1				1	1				1	100
Somerton ESD	3	1			4		1			1	25
Wellton ESD	1				1					0	0
Wenden ESD	1				1					0	0
Yuma ESD	12	3			15	1	2			3	20
Yuma UHSD			4		4			4		4	100
Charter Schools	1		9		10			3		3	30
TOTAL	37	9	17	0	63	5	4	9	0	18	29

*KEY:
E/J = Elementary only or Elementary/Junior High Schools
M/J = Middle Schools or Junior High Schools only
J/S = Senior High Schools or Junior/Senior High Schools
K-12 = Any combination of grades across multiple levels

STW Initiatives by Grade Level: Elementary—*continued*

Two summer "career academies" were being planned at the time of the site visit. Academies were targeting fifth and sixth grade students from McGraw Elementary. Plans were to conduct field trips, bring in guest speakers and explore careers identified on students' interest inventories.

Middle/Junior High School

The largest effort to involve middle schools was to administer career interest inventories. About 90% (3,000) eighth graders took part in this partnership-sponsored activity. This effort was conducted with the assistance of the original evaluator and cadre members. While no curricular follow-up took place at the middle school level, plans were to use results of the interest inventories in conjunction with recruitment and orientation activities at the high school level. That is, inventories taken at the eighth grade level were to be used at the high school level. No systemic analysis of whether or not this was occurring had been conducted.

Somerton Middle School began, and plans to continue, a mentorship program with the support of regional STW funding. They hope to serve 200-250 students with job shadowing experiences in such fields as law enforcement, legal careers, border patrol and federal agent positions.

High School

High schools within the region are most active. School-based learning is predominant. There are Career Exploration classes planned at Antelope High School to serve approximately 100 students. Career counselors are active at three high school campuses. The cadre also helps implement programs throughout the high schools. One such program is a summer science academy. Special events are also sponsored through STW. A career invitational engaged 62 students in a Total Quality Management (TQM) competition. A Career Fair was co-sponsored with AWC and local businesses and involved 2,200 students.

Work-based activities are less frequent but are actively being pursued by the partnership. The STW partnership hopes to place 60 students in summer internships.

Postsecondary Linkages

There have not been any significant accomplishments in the development of postsecondary linkages.

Goal 3: Technical Assistance

Curriculum/Assessment Initiatives

There have been no curriculum development initiatives thus far. The Tech Prep program is described as spearheading efforts to introduce Arizona Department of Education *Career Pathways* in the schools. It is hoped that the *Career Pathways* concept will be introduced to a number of schools through ten counselors on the cadre; however, the current level of acceptance of the *Career Pathways* model is unclear.

Professional Development Initiatives

The partnership envisioned conducting several workshops for teachers. However, due to logistics, inservices were conducted in small groups (e.g., four participants) or one-on-one. Thus far, seven teachers and one administrator representing three districts in Parker/La Paz County and approximately 60 teachers in Yuma County have received training. Other workshops were being planned for fall 1997 including in service on contextual learning and project-based instruction.

Goal 4: Community Involvement

Other agencies' involvement with the regional STW initiative was reportedly minimal. One reported problem concerned relationships with the Yuma Private Industrial Council and their Jobs for Summer Youth program and JTPA. Problems arose, reportedly, due to a disenfranchised former STW board member who is involved with the local PIC. Through the PIC and JTPA, approximately 1,000 students are placed in jobs in county, city and other governmental agencies. These placements are perceived by partnership staff as limiting opportunities to place "STW students." The workforce development specialist expressed frustration over the limited pool of job placement opportunities for students. Partnership concern over who would receive "credit" for efforts in the community suggest a non-collaborative atmosphere. In addition, STW is not involved in the discussion of the Arizona Department of Economic Security One-Stop center, or other initiatives focusing on employment and training. While some "good contacts" have been made with the economic development corporation in town, no formal linkages are in place or perceived as forthcoming.

Goal 5: Public Awareness

For the period of January through June 1997, public awareness activities consisted largely of presentations. The partnership estimates that they contacted 2,450 students, 224 teachers, school administrators, business and industry and the general public. Other media activities included a newspaper article, a radio spot, a TV spot and one direct mailing. An estimated 2,870 individuals were reached through these campaigns. Informally, the director indicated that the school cadre representatives worked with individual schools to spread the word about the STW Partnership.

Goal 6: System Evaluation

At the time of the site visit, most all evaluation activities in the partnership were being conducted as a part of the overall state evaluation plan which incorporates both state and federal reporting responsibilities. No customized evaluation activities were occurring, with the exception of a survey of local business to determine their hiring needs. While a report of the results of the survey was available, no plans were in place for using these results.

Discussion

Partnership Assets

One partnership achievement pertains to the numbers of students exposed to career assessment instruments. Another asset is a relatively high degree of public support for STW from business, parents and teachers, as gleaned through the state's public polling. The partnership is positioned to take advantage of this high level of support.

Partnership Challenges

One primary challenge pertains to changes in governance and turnover in key staff. Lack of a stable staff appears to have created a lack of continuity in many efforts. Furthermore, lack of collaboration with community partners has been pointed out as a hindrance to any systems-building efforts.

The partnership also is challenged to coordinate services between distant and sparsely populated areas. For example, LaPaz County has not received the same level of service by virtue of its location. Providing/coordinating services also is a challenge due to the differing needs of the participating districts. Many districts reportedly have their own politics, philosophies, and programs which, either in theory or reality, are seen in competition with STW. Even when more schools *do* wish to participate, partnership staff report that involving teachers is difficult due to problems recruiting qualified substitute teachers.

Involving regional Native Americans also poses a challenge. In particular, Quechuan students who reside in Arizona and attend school in this state but are part of a tribe based in California, pose a unique systems-building issue. And, providing appropriate STW services for a large Spanish-speaking population is an issue which needs to be addressed.

Finally, a challenge appears to be how to best strategically allocate STW funds. The impression of the site visit was of a "mixed bag" of activities, none of which appeared connected to a long-term systems-building strategy.

Summary and Suggestions

Efforts and activities should be refocused toward building a system that will sustain STW beyond the life of state funding. The partnership has not accomplished the basic capacity building activities requisite for success in implementation of STW. Therefore, it is recommended that efforts to build an effective governance structure and solicit the support of key community members be renewed. Developing the relationships with community agencies is important to insure that there is continuity between existing programs. For example, student job placement activities should be encouraged which will complement and support the efforts of all agencies in the partnership, rather than compete with those programs. The partnership should continue to solicit participation from business partners. There are several GSPED (i.e., Governor's Strategic Partnership for Economic Development) business clusters that are active in the area. Hospitality, retirement and agri-business seem to be appropriate points of departure for further exploration. Governmental and private entities that focus on economic development may provide additional resources for the partnership efforts.

Another component is the creation of a strategic plan to move the partnership forward. After the key stakeholders have been incorporated into the effort, plans should be drafted to move the partnership forward. The plan would provide the foundation for future funding and program decisions.

The partnership would benefit from adopting a more formal evaluation process for allocating funds. Decisions could then be made based upon criteria that strengthen the system. For example, the use of the cadre seems to be a promising strategy but it is difficult to measure their impact. Feedback would be helpful in order to maximize their effectiveness. Individual projects can be assessed on the basis of replicability and fit with the overall goals of the partnership.

Specific strategies are needed to address the issues of geographic and social divisions between communities. While it is important to cultivate alliances between districts, some strategies to build upon the unique characteristics of these communities may be appropriate. The separation of the Parker community for planning and implementation is one example of this method. Staffing may better support local communities by recruiting participants in each area.

Schools need to receive information and see examples of best practices in order to build upon past efforts. The momentum that was accomplished through screening of students should be followed up with activities and related curriculum.

Appendix A:

Progress Measures excerpts

SECTION III. PUBLIC ELEMENTARY SCHOOL STUDENT PARTICIPATION—CAREER AWARENESS ACTIVITIES

In this section an elementary school may be counted as participating in more than one activity. For example, a school may offer one-time visits to business establishments as well as offer career fairs. You would then count this school twice, once for "One-time events" and once for "Significant career information influencing the delivery of curriculum."

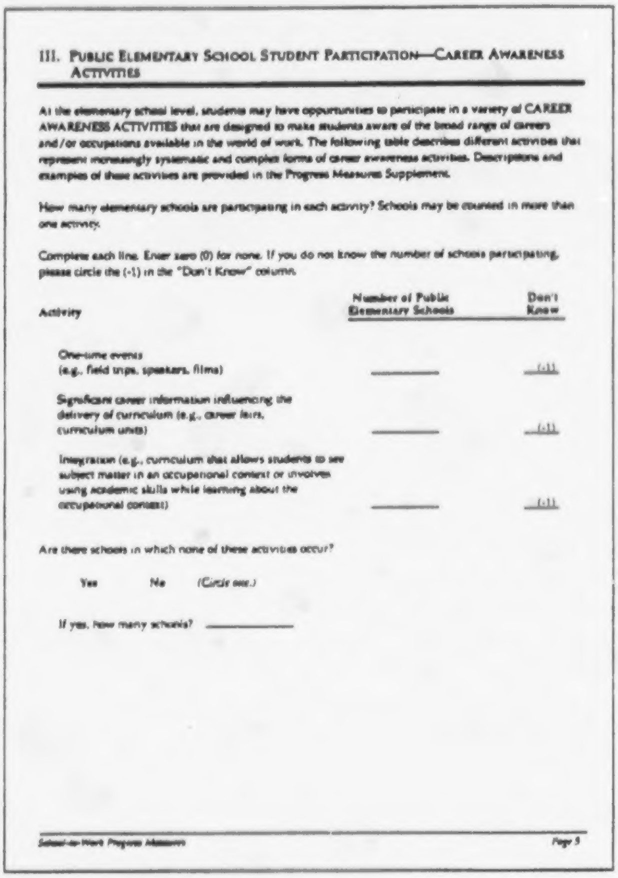
A note on double counting: although you may count the same schools twice here, please do not count the same activity in more than one category.

One-time events

This category is intended to describe activities that expose students to the world of work, that are of short duration, with no follow-up activities, and that are not connected to the delivery of curriculum. For example, members of the community (i.e., firefighter, architect, engineer) visit a school and describe to students what they do in their job and the service they provide; or, students visit a water treatment plant and learn about all of the kinds of jobs needed to run it: environmental scientists and engineers, lab technicians, machinists, health and safety coordinators, financial managers.

Significant career information influencing curriculum

This activity involves more in-depth career information than one-time visits. For example, a teacher may develop a social studies unit on health care and each day present information about a different type of health care provider (i.e., doctor, nurse, ambulance driver, physical therapist, etc.).



III. PUBLIC ELEMENTARY SCHOOL STUDENT PARTICIPATION—CAREER AWARENESS ACTIVITIES

At the elementary school level, students may have opportunities to participate in a variety of CAREER AWARENESS ACTIVITIES that are designed to make students aware of the broad range of careers and/or occupations available in the world of work. The following table describes different activities that represent increasingly systematic and complex forms of career awareness activities. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many elementary schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Activity	Number of Public Elementary Schools	Don't Know
One-time events (e.g., field trips, speakers, films)	______	(-1)
Significant career information influencing the delivery of curriculum (e.g., career fairs, curriculum units)	______	(-1)
Integration (e.g., curriculum that allows students to see subject matter in an occupational context or involves using academic skills while learning about the occupational context)	______	(-1)

Are there schools in which none of these activities occur?

Yes No (Circle one.)

If yes, how many schools? ______

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Integration of Academic and Work-Related Curricula

Integration at the elementary school level can occur in a variety of ways. Integration can involve creating curriculum that allows students to see subject matter in an occupational context. For example, students explore how different occupations use basic science and mathematics principles.

Integration can also involve using academic skills while learning about the occupational context. For example, with activities before in preparing for a career fair, students write papers about various occupations. In this example, the career information is used to teach writing, research, and communication skills.

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Categorizing Career Awareness Activities

Placement of school activities depends on several things. Take the example of career fairs. If it is an activity students attend, with no preparation or followup, it should be coded as a one-time event. If the career fair were attached to classroom discussions describing occupations in terms the subject matter students would need to master to gain entry, it should be coded as significant career information. If the career fair is part of a larger unit, with students using examples from work situations to learn academic skills, it should be coded as integration.

SECTION IV. PUBLIC MIDDLE/JUNIOR HIGH SCHOOL PARTICIPATION—CAREER EXPLORATION ACTIVITIES

In this section a middle school may be counted as participating in more than one activity. For example, a school may provide students with opportunities to use a career resource center, as well as offer formal counseling sessions. You would then count this school twice, once for "Career self-exploration" and once for "Teacher- or counselor-facilitated exploration."

A note on double counting: although you may count the same schools twice here, please do not count the same activity in more than one category (school level).

Career self-exploration by students

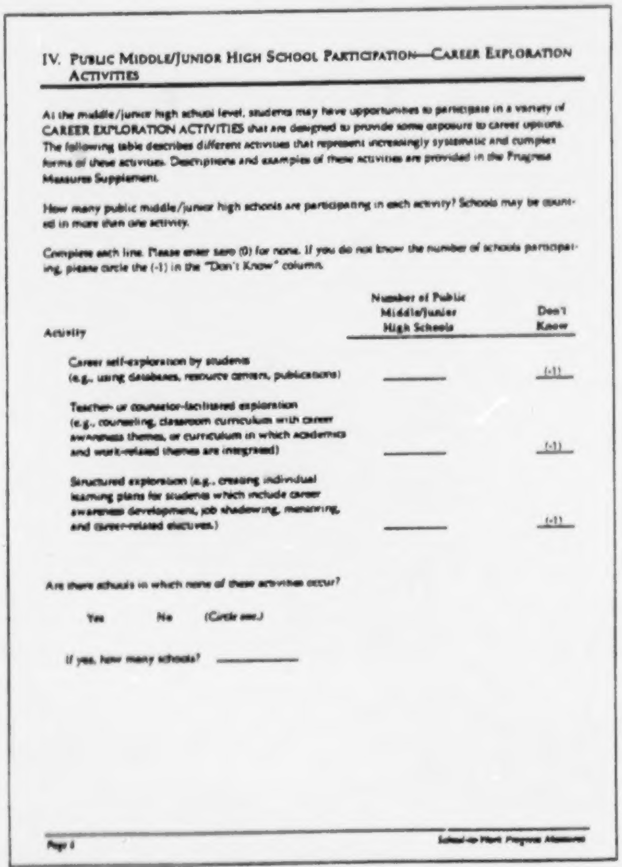
This category is intended to include activities which provide opportunities for students to explore careers but the instruction and guidance by teachers is not an integral part of the activity. Examples include: providing opportunities during the school day for students to use databases or computer software describing careers; use of resource centers; and access to career-related publications.

Teacher/counselor-facilitated exploration

This category is intended to include career exploration activities in which teacher and/or guidance counselors are an integral part of the activity. For example, teacher/ guidance counselors may administer a career interest test and discuss the results with students. Teachers/guidance counselors may create lessons with career awareness themes or integrate academic and work-related curriculum.

Structured exploration

This category is intended to include policies or activities that are a structured part of the school. These activities represent an institutional commitment to school-to-work.



IV. PUBLIC MIDDLE/JUNIOR HIGH SCHOOL PARTICIPATION—CAREER EXPLORATION ACTIVITIES

At the middle/junior high school level, students may have opportunities to participate in a variety of CAREER EXPLORATION ACTIVITIES that are designed to provide some exposure to career options. The following table describes different activities that represent increasingly systematic and complex forms of these activities. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many public middle/junior high schools are participating in each activity? Schools may be counted in more than one activity.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

Activity	Number of Public Middle/Junior High Schools	Don't Know
Career self-exploration by students (e.g., using databases, resource centers, publications)	______	(-1)
Teacher- or counselor-facilitated exploration (e.g., counseling, classroom curriculum with career awareness themes, or curriculum in which academics and work-related themes are integrated)	______	(-1)
Structured exploration (e.g., creating individual learning plans for students which include career awareness development, job shadowing, mentoring, and career-related electives.)	______	(-1)

Are there schools in which none of these activities occur?

Yes No (Circle one.)

If yes, how many schools? ______

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SECTION VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES

PART A: Number of Public Schools and Students Participating

These questions focus on public secondary school STW activities that take place at the school. In this section, secondary schools or students may be counted as participating in more than one activity. For example, if a class curriculum contains consistent references to the world of work and also integrates academic and work-related curriculum, you may count the students in these classes in more than one activity, but please do not count the same activity in more than one category.

Please be sure to take a moment and check that the number of schools and students reported for any single activity does not exceed the number of secondary schools or students reported in Section I-A (page 1).

✓ Each of the activities described below is intended to measure an increasingly complex form of integration.

Academic curriculum is enhanced with references to the world of work

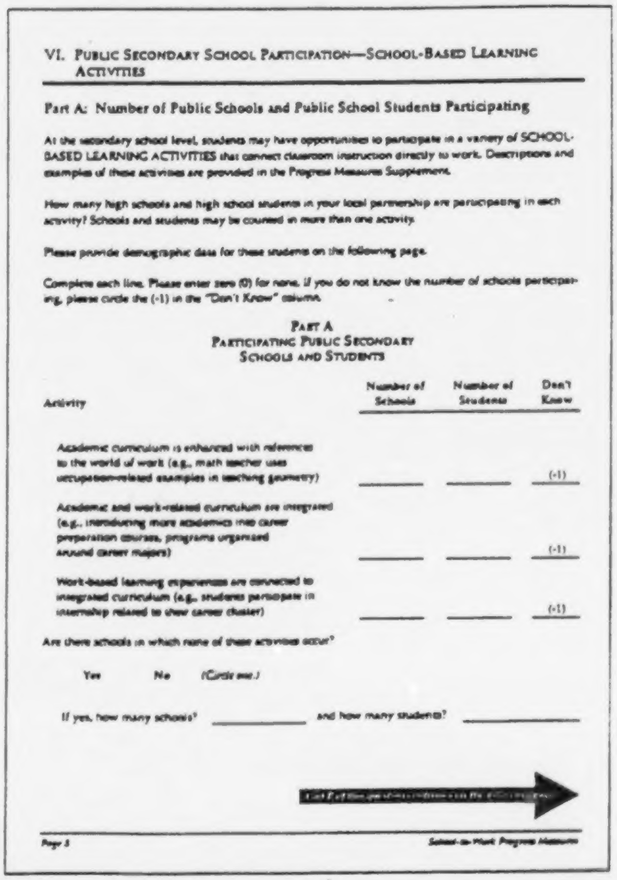
This activity may include classes in which references to the world of work are an integral part of the curriculum. For example, a math teacher uses occupation-related examples in teaching concepts in a geometry course.

Academic and career preparation curriculum are integrated

Curriculum is integrated when academic and occupational or career subject matter normally offered in separate courses are taught in a manner that emphasizes relationships between the disciplines. Integrated curriculum may take several forms, including introducing more academics into career preparation courses, aligning career preparation and academic curricula, and comprehensive programs that organize all instruction around career major themes. (In this survey, career major is interchangeable with career cluster and career pathway.)

Work-based learning experiences are connected to integrated curriculum

In addition to an integrated curriculum, students may also have the opportunity to participate in work-based learning activities that are connected to what they are learning in school. For example: Students can choose a career cluster and academic and career preparation curriculum are integrated. In addition, students have the opportunity to participate in a work-based learning experience related to their career cluster. The richest activities develop an understanding of all aspects of an industry, from technical production skills to labor-management relations to financial planning.



VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES

Part A: Number of Public Schools and Public School Students Participating

At the secondary school level, students may have opportunities to participate in a variety of SCHOOL-BASED LEARNING ACTIVITIES that connect classroom instruction directly to work. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity? Schools and students may be counted in more than one activity.

Please provide demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

PART A
PARTICIPATING PUBLIC SECONDARY
SCHOOLS AND STUDENTS

Activity	Number of Schools	Number of Students	Don't Know
Academic curriculum is enhanced with references to the world of work (e.g., math teacher uses occupation-related examples in teaching geometry)	______	______	(-1)
Academic and work-related curriculum are integrated (e.g., introducing more academics into career preparation courses, programs organized around career majors)	______	______	(-1)
Work-based learning experiences are connected to integrated curriculum (e.g., students participate in internship related to their career cluster)	______	______	(-1)

Are there schools in which none of these activities occur?

Yes No *(Circle one.)*

If yes, how many schools? ________ and how many students? ________

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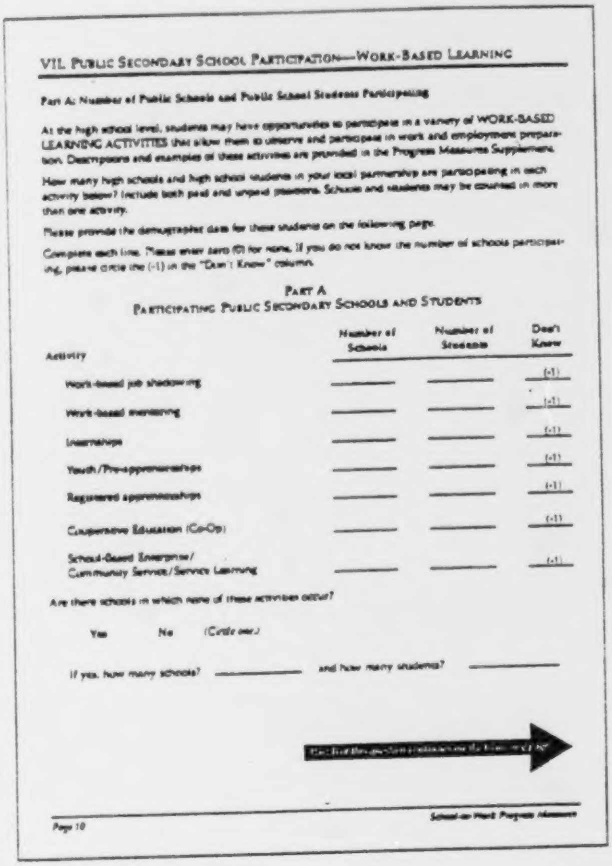
SECTION VII. PUBLIC SECONDARY SCHOOL PARTICIPATION—WORK-BASED LEARNING

PART A: Number of Public Schools and Public School Students Participating

These questions are focused on secondary STW activities that take place at a work site. Because students may participate in more than one activity, you may count students more than one time. Please report activities for secondary students only. You may count students who are paid as well as those who are unpaid.



VII. PUBLIC SECONDARY SCHOOL PARTICIPATION—WORK-BASED LEARNING

Part A: Number of Public Schools and Public School Students Participating

At the high school level, students may have opportunities to participate in a variety of WORK-BASED LEARNING ACTIVITIES that allow them to observe and participate in work and employment preparation. Descriptions and examples of these activities are provided in the Progress Measures Supplement.

How many high schools and high school students in your local partnership are participating in each activity below? Include both paid and unpaid positions. Schools and students may be counted in more than one activity.

Please provide the demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please circle the (-1) in the "Don't Know" column.

PART A
PARTICIPATING PUBLIC SECONDARY SCHOOLS AND STUDENTS

Activity	Number of Schools	Number of Students	Don't Know
Work-based job shadowing	______	______	(-1)
Work-based mentoring	______	______	(-1)
Internships	______	______	(-1)
Youth/Pre-apprenticeships	______	______	(-1)
Registered apprenticeships	______	______	(-1)
Cooperative Education (Co-Op)	______	______	(-1)
School-Based Enterprise/ Community Service/Service Learning	______	______	(-1)

Are there schools in which none of these activities occur?

Yes No (Circle one.)

If yes, how many schools? ______ and how many students? ______

[illegible]

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Work-based job shadowing

Job shadowing typically occurs in late middle or early high school. A student observes an employee at a firm to learn about a particular occupation or industry.

Work-based mentoring

Work-based mentoring involves providing an opportunity for a student to be matched with a work-based mentor. A workplace mentor, as defined in the STWO Act, is "an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student."

Internship

Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Student's workplace activities many include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. (Source: School-to-Work Glossary)

Youth/Pre-apprenticeship

Youth/pre-apprenticeship combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry level job, or registered apprenticeship program. These apprenticeships may or may not include financial compensation.

Registered Apprenticeship

Registered apprenticeship describes those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), the U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor union or operated by employers and employee associations. (Source: School-to-Work Glossary)

Cooperative Eduction (Co-Op)

Cooperative education is a structured method of instruction whereby students alternate or coordinate their high school or postsecondary studies with a job in a field related to their academic or occupational objective. Students and participating businesses develop written training and evaluation plans to guide instruction, and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study. (Source: School-to-Work Glossary of Terms)

School-Based Enterprise (SBE)

A school-based enterprise is an enterprise in which goods or services are produced by students as part of their school program. School-based enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's programs. (Source: School-to-Work Glossary of Terms)

Service Learning

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service-learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed. (Source: School-to-Work Glossary of Terms)

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